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A NEW SERIES OF ACHIEVEMENT TESTS FOR USE IN SCHOOLS FOR THE BLIND

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THE FOURTH DECADE of achievement testing in schools for the blind begins with the following presentation of the writer's adaptation of the Metropolitan Achievement Tests, Forms R to V. Perkins has used forms D to H of the revised Stanford Achievement Tests with the anticipated satisfactory results, and needs a new series, as do quite a number of other schools. A review of available test material indicated that the Metropolitan Achievement Tests admirably met our needs: it has been scientifically and thoroughly standardized for the seeing; it covers the same subjects as the Stanford Achievement Tests and the results can be drawn upon the same profile charts, thus continuing individual test histories; the material lends itself to the same testing techniques, including the use of dot sheets, and emphasis on the oral method of testing. A preliminary trial of the test at Perkins Institution and the Overbrook School last winter gave results which show very satisfactory correlations with the Stanford Achievement scores of the same pupils and indicate that it can be used down through the fourth grade, although it is advertised as beginning at the fifth.

Steps in adapting the Metropolitan Achievement Tests for use with the blind.

To adapt a standard test for use with the blind is a much more complicated process than appears at first sight. There are many pitfalls for the unwary, and the writer as well as various teachers who have had tests put into braille, have fallen into many of them. But one learns by experience and for some years Perkins has offered its help to any schools with a test project. It is not enough merely to put the inkprint material into braille and allow for the slowness of braille reading by giving blind pupils about three times as long as the seeing to complete a test.

1. *The first step* consists in eliminating all unnecessary material. In the Reading test,

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This article is a continuation of the one by Dr. Hayes which appeared in last month's issue of the *Outlook*. A biographical note may be found there.

which is number 1 in the Metropolitan series,[1] the directions need modification and explanation which can be given much better orally, so the printed instructions were omitted. Then most of the numerals inserted to guide the seeing, and the lines giving blank spaces for their written answers, were crossed out, since the blind were to write their answers on braille slates. Just a few numbers were left to guide the blind to specific paragraphs and questions upon the text. The same method was used in embossing test 4, Arithmetic Problems. In test 2, Vocabulary, since the oral method was to be used, only the four alternative answers for each of the 55 items were put into braille, with a number for each set of four answers. All other numbers were crossed out. The same technique was used with the other best-answer tests: Literature, History and Civics, Geography, and Science.

2. *Special problems* arose in connection with some other parts of the test battery. In the Geography test of the Intermediate Battery, there were some questions upon a map which from our past experience with map tests, seemed unsuitable for the blind, and so were omitted. In the Literature test in both the Intermediate and the Advanced Batteries, as well as in the History and Civics tests of the Advanced Battery there were lists of matching items, which we adapted for the blind by printing one list in braille and reading the items in the other list one at a time, with a pause after each item during which the pupils selected their answer and then wrote down a key word and the *number* of the answer they chose.

The English tests in both batteries raised special problems. Part I, Language Usage, is a word completion test—a sentence is printed with one word omitted, which the seeing are instructed to write in parentheses at the right side of the page. In some cases the first letter or two of the word appears in the text, as, for example, "The flower smells sw—". When this test was first used last winter, in Perkins and Overbrook, it was given orally, the tester saying: "I will read a sentence from which a word has been omitted. In many cases I shall tell you the first letter or two of the proper word to complete the sentence. You are to think up the word and write it on your slates, with the number of the sentence in which it belongs." It is possible to give the test in this way, and the results showed very satisfactory correlations with the Language Usage test in the Stanford Achievement series—the tetrachoric correlations ranging from 50 to 80—but many of the sentences are long and make such a demand on memory that several repetitions were often necessary. As a result the test took a great deal of time and was very fatiguing both for the pupils and the tester. We have now had this test put into braille, and are asking the pupils to write on their slates the words they choose for the blank spaces, which are indicated by a row of hyphens. Similar difficulties appeared in our attempt to give orally Part II, Punctuation and Capitalization. In order that no cue to punctuation should be given, we instructed the testers to read each sentence in a monotone, and not to drop the voice at the end.

Again we had protests from pupils and testers, so we have asked the American Printing House to put Part II also into braille. The tester will give instructions as follows: "In these pamphlets you will find a series of sentences in which some capitals, commas, periods and other punctuation marks have been left out. You are not to change any punctuation already printed in a sentence, but to consider what additions should be made. Then you are to write on your slates any words which need capitals or should be followed by punctuation marks, writing the capitals and the punctuation marks needed." Part III, Grammar, does not appear in the Intermediate Battery, only in the Advanced Battery. Braille pamphlets were printed, althought the test looked pretty complicated. The consensus of opinion of the teachers who used it last winter was, that, while an occasional bright pupil who was an exceptionally proficient braille reader might find his way through the test, it was much too difficult for the average pupil and impossible for the others. Hence this part has been omitted.

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[1] Principals who are considering the use of the Metropolitan Achievement Test in their schools might well order specimen sets of the Intermediate and Advanced Batteries, Form R, and then reread the following sections. Write to World Book Company, Yonkers-on-Hudson, N. Y.

3. *The determination of time-limits* for the tests given in braille was the next problem. In general, we know that blind pupils read about one third as fast as seeing pupils in corresponding grades, but an extended experiment reported by the writer[2] showed such high correlations between the scores obtained in Stanford Achievement Tests in which records were made after 25 and 35 minutes of testing (where the seeing would be allowed 10 minutes), that it was decided to use the shorter time interval (2½ times the seeing limits). So in the Metropolitan tests we have set time limits at the nearest whole number approximating two and one half times the seeing allowances. In the Reading test, however, the seeing are allowed 25 minutes, which multiplied by 2½ would give us 62½ minutes—much too long for continuous work with braille, and, as with the Stanford Achievement test, we have divided the material of the reading test into two parts, selecting alternate test items (so that the two parts may be expected to be about equally difficult) and printed them in four separate braille pamphlets marked Reading, Intermediate and Advanced, Group A and B, respectively. As we are not yet sure that Groups A and B are quite equal in difficulty we recommend that both pamphlets be used if time permits. The same procedure has been followed with test 4, Arithmetic Problems, in which the seeing are allowed 40 minutes for the whole test and the blind 45 minutes for each part, the blind thus being allowed a little less than 2½ times the seeing.

4. *The total time required* for the whole series of tests is considerable, but if some of the tests are used in lieu of a midyear examination in some of the subjects, the extra time used in testing will not make serious inroads on the school schedule. For the seeing, the authors recommend four sittings for the whole series of ten tests, ranging from 45 minutes for Reading and Vocabulary given together, to 85 minutes for the two tests in Arithmetic, and requiring a total testing time of about four hours. Between ten and twelve hours would be required to give all *ten* tests to blind pupils. Considerable time has been saved by omitting test 3, Arithmetic Fundamentals, which is not well adapted to tactual and mental arithmetic for the reasons given in the writer's article in the *Outlook for the Blind* for April 1944; some time has also been saved by the omission of Part III, Grammar, in test 5, English; another 75 minutes may be saved by omitting the Group B tests in Reading and Arithmetic Problems, if it seems necessary to do so. Tests 2 and tests 6-10 are given orally, requiring about twice the time allowed the seeing. A total of about five hours will suffice if the Group B tests are omitted. This time may well be distributed through three half-days, say one hour of testing, a brief rest, and another hour of testing each morning till the work is done. The burden of conducting the tests may be lightened by a division of labor. Instead of asking each teacher to test her own grade, certain advantages will result if pupils are tested in relatively large groups in a suitable room—for instance, having all the pupils who are to take the Advanced tests with braille pamphlets tested together. This will avoid the repetition of any part of the program, and since some teachers enjoy testing

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[2] Hayes, S. P. Practical Hints for Testers. *The Teachers Forum,* May, 1939. pp. 82-93.

and handle a group better than others, several aims are served at once. Other teachers may serve as assistants, going about the room to be sure that pupils do not lose their places, writing names on braille pamphlets and work sheets, passing pencils and helping in emergencies. The pupils who are deficient in braille and are to be tested with dot sheets might well be assembled in two special groups regardless of grade status, except that those taking the Intermediate Battery must be in a different group from those taking the Advanced. If this is the first time the fourth grade has taken such a test, it may be better to have them tested by their own teacher in the classroom the pupils are accustomed to, but the fifth and sixth grade pupils might well be tested together.

5. *Special arrangements* were made for non-braille readers. At any grade level pupils may be found who have not become proficient enough in braille to take a group test, even when many parts are given by the oral method described above. They may be pupils who have recently entered a school for the blind, pupils who have muscular or cutaneous handicaps which make finger reading difficult, or pupils who are partially sighted and have never seriously tried to learn braille, preferring to use the little vision they have. But in grade classification it is often vitally important to know their level in geography, history, English, mathematics, etc. For these pupils dot sheets have been prepared upon which they can register their choice from a set of alternative answers read by the tester, as described above in the quotation from the writer's article printed in the *Outlook for the Blind* in December 1943. To familiarize them with what may be a new technique to some of them, detailed instructions are given, making provision for preliminary practice before the tests themselves are begun. The dot sheet is marked off by horizontal and vertical lines, making rectangles, each of which contains five rows of four dots each. One corner of the sheet is cut off, and by asking all the pupils to turn the sheet so this cut-off corner is at the upper left, the tester can be assured that all start at the proper place, and a little guidance is all that is needed to see that they move down the columns in the correct order.

6. *Directions for correcting and scoring*

Both the braille pamphlets and the dot sheets may be corrected and scored by stencils. Two sets of braille pamphlets are marked correctly and windows cut around the answers marked on the odd pages for one half of a stencil and around the answers marked on the even pages for the other half. These stencils are then laid over the braille pamphlets marked by the pupils, red marks made through every window, and a count made of the pupils' marks which correspond with the red marks made through the windows of the stencil. Similar stencils are made for the dot sheets by marking one sheet correctly for each test, cutting windows, and then applying the stencil to the dot sheets marked by the pupils. Of course the answers written in braille by the pupils must be read by a teacher and corrected by the keys provided.

7. *Class reports and class analysis charts*

Tables of tentative grade norms for the blind have been prepared by a comparison of the tables for the seeing with the results of the use of the test at Perkins and Overbrook. In some tests (Reading, Arithmetic Problems and Spelling) the seeing norms are used without change; in the other tests, given by the oral method which gives a chance over the whole range of items, and not just the limited number of items which would be attacked within a set time limit, the scale of seeing norms was shifted upward, setting the seeing norms for the eighth grade opposite the median attainment of the blind pupils in grades seven to nine in the Advanced Battery, and the seeing norms for the fifth grade opposite the median attainment of blind pupils in grades four to six. Interesting variations in attainment were noted in the results for Perkins and Overbrook, one school testing higher in some subjects and the other in other subjects. When results have been received from ten schools, probably it will be possible to set norms for the blind which can be used for the whole series of forms for the Metropolitan Achievement tests, from R through V.

When the raw scores on the individual test pamphlets and work sheets have been transformed into grade equivalents by the use of these tables of norms, individual and class profiles may be drawn and comparisons made with the last Stanford Achievement test results. When the pupils' names are written in the appropriate places in the class analysis chart, and the chronological and mental ages added, a teacher may see at a glance which of her pupils are doing good, average or poor work in each subject, and seek explanations in their age, years of schooling, and native mental ability.

8. *Very satisfactory correlations* were found in both schools and in most subjects, between the scores in the Metropolitan tests and the corresponding Stanford tests, as shown in the following table.

TETRACHORIC CORRELATIONS OF METROPOLITAN AND STANFORD ACHIEVEMENT TESTS

	Intermediate (grades 5–6)		Advanced (grades 7–9)		Both combined (grades 5–9)	
	Perkins	Overbrook	Perkins	Overbrook	Perkins	Overbrook
Reading	82	81	80	83	90	83
Vocabulary	86	61	82	53	95	83
Arith. Problems	76	26	71	82	68	71
English Usage	69	60	49	81	93	86
Literature	36	33	50	61	54	60
History and Civics	37	39	68	70	92	62
Geography	88	76	90	62	89	65
Science	66	69	70	40	83	50
Spelling	86	83	89	77	85	95

9. *Materials needed for testing,* which may be obtained on quota at the American Printing House for the Blind.

For each pupil to be tested:

1 braille pamphlet for each test to be given tactually

1 short pencil. (Stubs about the length of a stylus are readily handled by blind children. Golf pencils, which may be bought in quantity, serve the purpose very well.)

1 dot sheet for each test to be given to non-braille readers

For the tester:

1 stop watch, or a dependable watch indicating seconds

1 copy of the Hayes special directions for testing the blind and the non-braille readers in the school

1 inkprint copy of the test used—Intermediate or Advanced

1 inkprint copy of the spelling list

For the test scorer and interpreter:

1 "specimen set" of inkprint materials

Profile Charts, Intermediate and Advanced—one for each pupil

Class Record and Class Analysis Charts, Intermediate and Advanced—one for each class tested

1 set of keys for answers written in braille by pupils, in tests 1 and 4, and the matching items in test 6 and 7

From the materials listed above stencil scoring keys must be made by marking braille pamphlets and dot sheets and cutting windows through which to mark the correct answers. Perkins will be glad to loan keys made there.

Hildreth's *Manual for Interpreting the Metropolitan Achievement Tests* should be ordered from the World Book Company, Yonkers-on-Hudson, N. Y.

The Manual for Interpreting the Metropolitan Achievement Tests is a very interesting and valuable monograph on achievement testing in general, and well merits study by anyone interested in getting the greatest benefit from such tests. The uses to which the teacher may put the test results are listed as follows on page 2:[3]

"1. To determine the achievement level of each pupil in each subject with relation to age and ability, with equal emphasis on the gifted as well as on the slow or special problem cases.

2. To compare present achievement with past achievement in order to determine the rate of progress.

3. To determine the average achievement of the class at the beginning or end of the year.

4. To obtain a picture of the nature and range of individual differences in the group.

5. To group pupils in the class for instruction.

6. To diagnose an individual pupil's difficulties in learning.

7. To call attention to subject areas where more detailed testing is required to check on the effectiveness of teaching.

8. To provide a basis for counseling with parents regarding a pupil's achievement."

Similar lists of uses are given which will be valuable to the principal, and to the administrative and supervisory personnel.

THE DELTA GAMMA FRATERNITY PROJECT

The Delta Gamma Fraternity has a $1500 annual fund and a $2000 annual loan fund from which smaller scholarship awards are available for the preparation of those intending to become (1) orthoptic technicians, (2) teachers of partially seeing children, or (3) specialists in work with blind preschool children. Anyone wishing to specialize in one of these fields may be eligible for assistance, the amount in each case to be determined by the particular need and costs involved. If you want to enroll for training in one of these fields, apply for a scholarship to Mrs. Thomas Johnson, 1235 Longfellow, Detroit 2, Michigan. Applications for scholarships for training starting in June should be filed by March 15; for training starting in the fall, by July 15.

Candidates are selected with the advice of a professional committee: chairman, LeGrand H. Hardy, M. D., of the American Orthoptic Council; Mrs. Virginia Smith Boyce, administrative assistant, National Society for the Prevention of Blindness; Miss Ruth E. Lewis, professor of social work, George Warren Brown School of Social Work, Washington University; Dr. Berthold Lowenfeld, director of educational research, American Foundation for the Blind; Miss Ruth B. McCoy, assistant director, New York State Commission for the Blind; and Lillian Ray Titcomb, M. D., president of the executive committee, Nursery School for Visually Handicapped Children in Los Angeles.

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[3] General Catalogue of Publications and Appliances, 1945. American Printing House for the Blind, 1839 Frankfort Avenue, Louisville, Kentucky.

V. A. TRAINING OF BLINDED VETERANS IN INDIANA

GLENN R. REYNOLDS

The work done by the Veterans Administration in training Indiana's blinded veterans is a vital, continuous process, which starts the day the blinded veteran first returns to civilian life and continues until he is a completely adjusted citizen taking a normal part in his home and community life.

Considering all the needs and desires of the individual blinded veteran, the Veterans Administration sets to work and, from a day-to-day standpoint and with long-range objective, consults and plans with the veteran until the rehabilitation is successful. Even then, the Veterans Administration keeps a watchful eye out for the veteran's well-being.

Complete rehabilitation of the blind, however, is not a one-agency job. It is best accomplished with a close cooperation with all interested agencies and organizations. Thus, in Indiana, the Veterans Administration efforts have been highly successful by the wholehearted cooperation of the American Red Cross, the American Legion, the Veterans of Foreign Wars, the Disabled American Veterans, and the Blinded Veterans Association. Additional other organizations which have played a big part in helping rehabilitate the blind are the Veterans Employment Service, Industrial Aid and Vocational Rehabilitation for the Blind, county service officers, county welfare departments, and the Indiana State Rehabilitation Division.

Following this basic policy, the Veterans Administration, in cooperation with these agencies, has assisted some twenty-five blinded veterans in Indiana towards rehabilitation.

Blinded veterans are contacted by the Veterans Administration immediately after their discharge from their social adjustment training in convalescent hospitals.

The Vocational Rehabilitatiton and Education Section of the Veterans Administration is informed of the exact date of discharge several weeks in advance, so that there is no delay between the veteran's arrival home and the first visit of the Veterans Administration's training officer.

Frequently much ground work toward the veteran's rehabilitation can be completed before his return. Most of these veterans have been taught braille, typing, travel, personal care, and many have had a chance to work in the various shops provided for determining aptitudes and abilities. In some instances they have shown considerable interest and ability in certain kinds of work, and have been permitted to work in nearby industries. This type of training is quite helpful and some veterans come home with a clear cut idea as to the kind of training they wish to undertake. However, some return with little or no idea of their future work, and frequently it is necessary to restore lost confidence before job training is even mentioned.

The majority of blinded veterans are willing to talk about a job or training program immediately after discharge. Various jobs and training opportunities are discussed at the first visit of the training officers, and a

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Veterans Administration application for rehabilitation training is completed. There have been cases where the veteran desires to defer any attempt at rehabilitation for some reason. This may be due to loss of confidence, lack of acceptable training facility or job, or because the veteran prefers to enjoy home life without interruption for a period of time.

An example of the latter reason is demonstrated in the case of a twenty-five year old veteran blinded by a land mine in Italy. This man returned to his home and informed the Veterans Administration that he was going to rest two years before he did any work. Although the training officer called on him regularly, the veteran steadfastly declined all proposals for rehabilitation. At the end of two years he announced that he was ready to go to work. Since his interest was in mechanical work, he was given a training objective of motor rebuilder and is carrying out his program in a manner that brings high praise from his trainer.

Loss of confidence is probably the greatest barrier to rehabilitation. Cases of this kind have been rare in Indiana, probably due to the excellent social adjustment training and group therapy given by the Army and Navy prior to discharge from the hospital. However, cases of this type have required a great deal of patience and hard work before rehabilitation could be started.

The best example of a case of this kind is that of a veteran, blinded in Normandy by enemy mortar in July 1944. He was twenty-one. Since it was necessary to enucleate both eyes, he could not hope, as most blinded individuals do, to eventually regain some degree of vision. Upon his discharge from the Army he was offered his old job, but he declined, stating he was unable to perform the necessary duties. Other jobs, as well as training opportunities, were found for him, but he refused to attempt any of them. He said he was afraid of injury to himself or other employees. His condition deteriorated to the point where he was afraid to leave his home, even in company with his wife or parents. He was finally persuaded to consult a psychiatrist.

Later he entered a class in group psychotherapy. By a united effort of relatives and friends, and with the help of psychotherapy, he gradually built up confidence. Now, he holds a job as assembler with a manufacturing concern, travels to and from work alone, and appears to have regained complete confidence.

Inability to find an acceptable job or training opportunity near the veteran's home has delayed the rehabilitation of a few veterans. In some instances veterans, who have families and own their own homes in rural areas or small towns, have been reluctant to move to other towns where more acceptable jobs or training opportunities were available. A very good example of this situation is that of a twenty-seven year old veteran who lived with his wife and three children in a home which he had purchased just prior to induction into the Army. This man was blinded by a sniper's bullet while "mopping up" a small town in France.

Upon his return to his home, opportunities for a job or training program seemed to be non-existent. His home was located on an acre of ground at the outskirts of a small town, where the principal industry was mining. Since his prewar experience was in farming and truck driving, he declined all opportunities his home town offered in jobs and training programs. He did not feel that he could move to another community. He spent his time for a few weeks in making improvements on his house and grounds. Later he became interested in raising hogs and found that he enjoyed the work and could do it easily. He increased his herd to the extent that his small acreage will allow.

There are good prospects that he can buy an adjoining twenty acres of land, where he can further increase his herd while attending animal husbandry classes under a training program.

In very rare instances, extreme loneliness has entered into the rehabilitation picture. This is especially true with unmarried veterans who return to their homes in rural areas where opportunities for participating in social events of mixed groups are very limited. Although suitable jobs or training programs can be found, the veteran gradually becomes very unhappy due to the lack of social contacts, and loses interest in rehabilitation. The situation is further complicated when the parents assume an over-protective attitude and discourage the veteran when he wants to leave home.

Blinded veterans have been trained successfully in a number of occupations in Indiana. Several entered college. With the aid of braille writers, recorders, dictating and transcribing machines, they are making excellent progress and a few whose college work was interrupted by service in the armed forces have already been graduated. One has received a degree in business administration and another in sociology. Progress in their chosen field has been normal.

The field of mechanics has proven interesting and profitable to a number of these men. Courses of training in auto mechanics are popular and good progress is normally made. Usually the veteran specializes in such work as motor rebuilding or "carburization" man. Some are making good progress as general mechanics. All of these men have had prewar experience in mechanics of some kind.

An outstanding case of this kind is that of a boy now completing two years of training in general auto mechanics. He is able to do practically every operation in auto repair. In such jobs as fitting pistons and rings, valve grinding, carburization, installing clutches, overhauling transmission and rear axle, his instructor reports that he is efficient and does the work in less time than the ordinary-sighted mechanic. He plans to operate his own garage in the rear of his home and there is every indication that he can do it successfully.

Another veteran has become adept at motor rebuilding. He disassembles motors, makes most of the necessary repairs, and reassembles them with speed and accuracy. It looks as if he will be able to hold a job in competition with sighted mechanics after a few months more of training.

Inspection and assembly work in industrial plants has proven to be highly suitable employment for several veterans who are without sight. Most of these men have some background of mechanical experience, but none have returned to their prewar employer. Although in strange surroundings, they have attained efficiency in surprisingly short time, and there have been no instances of failures. One has been on the assembly line of a production plant for the past eighteen months and hasn't missed a day due to sickness or accident. The production line has never been delayed because of his work.

Agriculture has attracted a few blinded veterans. These men have been reared on farms and have returned to familiar prewar surroundings. Poultry and rabbit raising have proven popular with many blinded veterans on farms. Most of these boys are enrolled in agriculture classes and the instructor visits their homes and assists them in their specialty. After a short orientation period, they are able to care for large flocks of poultry, as well as assist in building the shelters necessary for increased flocks. Although poultry and small animal farming has predominated, one man with the assistance of his wife has engaged profitably in general farming. Together they farm corn, oats, wheat, as well as raising cattle, hogs, and chickens.

Other veterans without sight have gone into the teaching profession, public relations, personnel work, film developer, concession stand operator, ceramics and others. With some of these rehabilitation seemed to be no problem after obtaining the necessary mechanical and electrical equipment. They adjusted rapidly and soon did their job as efficiently as though no disability existed.

Guide dogs have not been popular with blinded veterans. Although, there is little doubt that under the right conditions, a blinded person can benefit from the use of a properly trained dog, only two veterans have felt that a dog would be useful. These men found that in their particular situation the dogs are highly beneficial to them. Most blinded veterans seem to feel that the dog would be too much of a responsibility and that they would rather work out their rehabilitation without the aid of a dog than assume the additional responsibility. Veterans usually refrain from accepting a guide dog until they have started a training program and they are sure of their need for a dog before requesting it. The physical condition of a few veterans is such that they cannot stand the vigorous exercise necessary to use a dog.

Proper equipment is vital to the blinded veteran's success in either employment or a training program. Most veterans have requested and received typewriters, Talking Book machines, radios and electric razors. They are entitled to these at government expense. Some have found recording machines and dictating and transcribing machines highly beneficial. Wherever their knowledge of braille is sufficient, braille writers have also proven useful.

For those blinded veterans who have residual vision and yet are classified as occupationally blind, typewriters with a big size type have been used to conserve sight, for a minimum amount of reading will not be detrimental. Some veterans use a typewriter with giant size keys rather than a machine of the standard type. This is supplied only upon the advice of an ophthalmologist.

The Talking Book is particularly valuable to the blinded individual. It provides him with entertainment and recreation, as well as keeping him informed of current news. The recording machine is especially valuable to veterans attending classes. These men carry the machines to class and record the instructor's lecture. Later they re-play it until the facts of the lecture are firmly fixed in their mind.

Dictating and transcribing machines are used by those veterans who are in business. With the aid of dictating and transcribing machines and sometimes a recording machine, there are very few tasks which they are unable to do.

Braille writers are not used extensively, since most veterans do not have sufficient knowledge of braille to operate them with speed. But in the case of some veterans attending college, reader service has been provided and excellent results obtained through its use.

The Veterans Administration feels that blinded veterans returning to Indiana have accepted their handicap and started rehabilitation in a manner that shows considerable thought. They have elected to find a job or enter training for a new kind of work courageously, because they felt that they should leave home in the morning, mix with the sighted world and return in the evening in a normal manner. It also enables them to earn money and provide themselves and their families with the things necessary for comfortable living, a satisfaction necessary to any handicapped person.

Probably the greatest mistake made by people working with the blind is that of underestimating the blind man's ability. Employment in inferior jobs lends to his discontent and the more skill required by the job the greater his self-respect. Blinded workers are very conscious of danger and their accident rate is lower than that of sighted workers.

About sixty per cent of blinded veterans make a reasonable recovery without excessive special attention. These include the men who are naturally cheerful and optimistic, and also those who have developed a defiant attitude toward their disability. About thirty per cent of blinded veterans require skillful handling and about ten per cent require the service of a psychiatrist or a mental hygiene clinic.

Boredom apparently is one of their worst enemies. Entertainment offered to blinded veterans will achieve much more success if they are able to take an active part in it. Too much entertainment, however, has been found to have a tiring effect. Frequently extra hours can be filled in with hobbies.

Summarizing, the Veterans Administration feels that the process of rehabilitation involves three fields—the medical, the social, and the vocational adjustment.

The medical field comprises all those services which are directed toward the restoration of the veteran to normal physical and mental health.

The social adjustment field comprises all those services which are directed toward helping the disabled veteran to make a satisfactory social adjustment to his new environment.

The vocational adjustment field is made up of services which are directed toward helping the blinded individual select, prepare for, and establish himself in the occupation in which he is interested and has the maximum likelihood of success.

In the field of vocational adjustments the functions of a vocational counselor are: to impart information about various occupations and to encourage the veteran in his selection, to help the veteran evaluate his interest and needs, to help the veteran select the proper goal, to assist the veteran in the various steps by which he will reach his chosen goal.

In the second part of the vocational adjustment field the functions of the training officer are: to secure information about job requirements and to determine the suitability of specific jobs for each individual, to convince an employer of the potential efficiency of the blinded veteran, to evaluate and select jobs suitable to blinded veterans, to select and refer the blinded veteran to job openings which will utilize his maximum skill, to assist when necessary in orienting the blinded veteran to his new job, to supervise the veteran after his placement and aid him in every possible way in eliminating any barriers which may arise in his rehabilitation.

Important to remember then are these points: Rehabilitation should begin at the earliest possible moment. Rehabilitation must be an individual process in which all activities are directed toward the particular need of the veteran. Rehabilitation must be carried on in such a manner that the blinded individual participates in it and makes the final decisions. Rehabilitation is a continuing process from the time the veteran first talks to the vocational counselor until he is satisfactorily employed and has made a complete social adjustment.

DIRECTORY CHANGES

Page 14—Path-Finder Project, Inc. Harold F. Warman is now the field director. He is no longer connected with the Leader-Dog League for the Blind (page 12).

Page 29—The new address of the Washington Society for the Blind is 2324 F Street, N.W., Washington 7, D. C.

Page 35—Mary Bryant Home Association. The address has been changed to 107 East Lawrence Street.

Page 63—New Hampshire Association for the Blind. The new address is Peterborough, N. H.

Page 86—Pennsylvania Association for the Blind, Inc., Pittsburgh Branch. Mr. Walter Sherman has been appointed executive director.

RESPONSIBILITIES OF VOLUNTARY BOARDS AND EXECUTIVE DIRECTOR— ONE TO THE OTHER

MARY REHR CHRISTMAN

To have accepted this topic for presentation proves, I am sure, in the minds of many of my listeners, the veracity of the old adage, "Fools rush in where angels fear to tread," and projects them into a state of suspense wondering just what are the responsibilities of a board as seen by an executive director.

Will this speaker who is a director have the temerity to tell the members of a board, who employ her, just what she expects from them? Yes, she will do just that; however, not in a hypercritical or dictatorial manner but in a spirit of cooperation and objectivity. In my particular case, the board-director relationship is an unusually pleasant and happy one and perhaps it was for that reason that I was chosen to cover the topic. In addition I did have the experience of serving as a board member prior to employment and so am in a position to appreciate both sides of the picture.

Let me preface my brief remarks by acceptance of the conclusion that there are always problems arising from local conditions, personalities, etc., that must be dealt with on an individual basis as best fits the specific situation, and on these I shall not touch. However, I do believe that there are certain basic points pertinent to the success of this board-director relationship.

Let us start first with a brief look at the personnel of the average board of directors. Most are composed of lay people, interested in our sphere of endeavor, having prestige in the community and successful in their own ventures, but so tied up with those private and personal activities that they can give at best only a certain amount of time to serving as director. To make the best of that time is what counts and so we come to what the director wants from the board.

1. *That each board member have an over-all knowledge of the agency;* its background, purpose, scope, financial and physical set-up.

   A truly interested member will want this and will take steps to obtain it. To expect a board member to know minute details and spend excessive time on the agency work is presumptuous on the part of the director—that is her job.

2. *The board must establish the agency policies* under which the executive administers the program. It is grossly unfair to community and director to expect the paid employee to take this responsibility. She should be asked for suggestions and help but the final decision must rest with the board. To deviate becomes dangerous because gradually there arises the unhealthy situation of the "tail wagging the dog". To establish policy and build program is not easy and takes time in the beginning but it is time well spent since policy is the foundation on which the agency operates;

The above address was presented at the Inter-Branch Conference of the Pennsylvania Association for the Blind, Bethlehem, Pa., October 22, 1948.

Mrs. Mary Rehr Christman is executive director of the Berks County Branch of the Pennsylvania Association for the Blind, Reading, Pa.

and on a program to carry it out rests the success or failure of the agency.

3. *Selection of an executive on the basis of qualifications* needed to cover the program pace of the agency. An executive has the right to this type of selection since it obviates at a later date conflict arising from expectation on the part of the board of having the director administer functions for which she has no training or background.

The director expects a definite list of her duties outlined by the board, so she will know what is expected and whether she qualifies. Too often employment is based on rather nebulous and emotional procedure, failure follows and neither board nor director feels at fault when in reality both are, since there was no understanding in the beginning. It is up to the board to investigate qualifications to be sure they exist. That is certainly their prerogative and no applicant of merit will resent it.

4. *Board must provide adequate finances, staff and physical set-up* to carry out the program. No program is good if it exists only on paper or has not sufficient tools to carry it to successful conclusion.
5. *The board must be willing to make possible expansion and growth of the agency.* Nothing can remain static—either it goes ahead or it atrophies. Expansion, proposed changes, etc., should in fairness be discussed with the director and she be given an opportunity to prepare to meet them.
6. *The director expects board personnel to refrain from personal participation on their own in individual cases,* because personalizing, no matter how sincere the motive always brings about an unhappy ending, while working through the director permits an objectivity that fosters interest but not involvement of the board member.
7. *Public relations.* This is the way an agency program is sold to the community, and the director needs to do just that, so she expects from the board some latitude in the type and amount of this to be done. When the director is asked to participate in community and civic activities, it is an indication of the recognition of ability and when she becomes well-known, so does your program. No salesman ever made a fortune chained to a desk. If these aforementioned points are followed, the last, and the one I consider primary to the success of any organization will follow—
8. *Confidence in the executive.* The general trend today in business and industry is to employ personnel and then spend all the time in the world through ingenious and devious methods undermining them, by not having confidence in their ability. This method soon bears bitter fruit in that it causes a breakdown within the organization because it does not take long for employees to become cognizant of the fact that the executive is really without authority and that circumvention of her is welcomed by some board members.

The effect on the executive is one of frustration and a gradual slackening in the desire to do a good job. Remember, board member, you know your agency, you set the policy, approved the program, hired a qualified person to whom you delegated authority to administer it—so let her alone to execute her duties. She will naturally make decisions, set up staff rules and discipline staff personnel when necessary, but isn't that what you hired her for? She will always come to you, her board, with adequate substantiation for her actions and reports of successes and failures, and will ask your advice, help and action on matters beyond her authority. She desires and expects you to be frank and aboveboard in bringing to her complaints, criticisms, questions, etc., and to allow her the privilege of defending her actions—this is still a democracy in which we operate.

There are always, within any community,

certain individuals and groups, who because of their own unaccepted inadequacies, cannot stand to see any other person attain a modicum of success and prestige and so go about stirring up trouble wherever they can, which damages the character and endangers the employment of their target. Far too often these things are kept under cover and irreparable damage is done to an innocent person, when the light of day would reveal nothing seriously detrimental to them. Your attitude in regard to your director is a reflection on yourselves so it behooves every board member to have confidence, defend her, and stand back of her actions taken in the name of the agency, when such is merited. If this is done an ideal relationship will exist and your agency is assured of success, with the credit for such success coming naturally to the board.

Perhaps these points seem too much to ask an agency board, but I think not, since each board member in accepting that position automatically takes on certain responsibilities and obligations to community, staff, and clients, which I am convinced from observation and experience he is sincerely desirous of fulfilling. Understanding, integrity and cooperation will give the best results in this voluntary board-executive director relationship and so on this basis both sides face the future with confidence and pride.

SPECIAL NOTICE TO BLIND HOUSEWIVES

Several months ago, a friend of the blind commissioned the American Printing House for the Blind to publish a *Braille Cookbook* designed especially for the blind housewife. Such a cookbook has been compiled and embossed and is now ready for the press. A copy is to be given free to every blind individual who would like one.

Special features of the cookbook:

1. The information compiled has been designed particularly for the use of the blind housewife, including many specific suggestions which should be of real help to the blind cook. The compilers are indebted to many of their blind friends for hints as to how they meet their kitchen problems.

2. The entire book is to be bound in one braille volume, which will make for easy storing and use. It is to be printed on semi-waterproof paper, so that it will be possible to wipe off pages lightly with a damp cloth should they become spattered with food.

3. The recipes included are designed for the small family of not more than four people, and are basic and simple. No elaborate concoctions are included, and emphasis is placed on the one-dish meal, box lunches, and items which are easy to prepare and necessary to daily living.

4. A good deal of specific as well as general information has been given about the storing and handling of food, also definitions and descriptions of common cooking processes, measurements, canned goods sizes, etc. Gummed labels embossed with braille names are included in a pocket at the back of the book for use in putting away canned goods and staples.

The Braille Cookbook will be sent to press about December 15th. Every blind housewife interested in receiving a free copy of the first edition should send in her order immediately, together with fifteen cents for postage charges. The actual cost of printing the book is being taken care of by our anonymous friend, but individuals desiring copies must pay the postage and shipping charges. We invite you to send in your order now!

American Printing House for the Blind
1839 Frankfort Avenue
Louisville 6, Kentucky

A third printing of Gertrude Van den Broek's *Guide for Parents of a Preschool Blind Child* is now available. This has been revised by the inclusion of additional material about braille and sight-saving classes and a new list of "suggested books".

ORIENTATION
THE CASE FOR AN INDIVIDUALIZED APPROACH

JOHN S. SMITH

THE VAST EXPANSION of rehabilitation programs and facilities has brought into sharp and sudden focus the vitally important problem of orientation. Inevitably, there has been a substantial divergence of opinion both as to underlying theory and actual procedure involved in teaching the complex assortment of arts, tricks and skills which, in the aggregate, we designate as orientation. Consequently, there are two clearly distinguishable schools of thought, both accepting essentially the same *desiderata,* but each proceeding in a somewhat different way toward their ultimate realization.

The urgency with which this problem was thrust upon the various training agencies led immediately to widespread and unquestionably sincere attempts at standardization of approach and technique. This may be merely a reflection of the mass-production age of standardization in which we live; or it may result more directly from the far too prevalent inclination to accept a single, stereotyped concept of "the blind". (In the interest of absolutely unbiased commentary, it should be observed in passing that this easy affinity for "typing" is by no means confined exclusively to *sighted* workers for the blind.)

With increased experience and the accumulation of pertinent data has come the growing conviction that orientation is fundamentally an individual matter—that in technique and application the primary emphasis must be upon the individual client's particular needs. This approach obviously entails the careful consideration and accurate evaluation of the client's mental and physical resources, natural or acquired specific aptitudes and abilities, and above all, the attitude which he brings to the study of orientation as an indispensable part of his rehabilitation. The word "indispensable" is here used advisedly, for it is a fundamental concept within the Nebraska Department of Services for the Blind that adequate orientation training be included as an integral and essential feature of each client's rehabilitation plan. After all, it is hardly consistent with sound rehabilitation principles to spend several hundred dollars, plus the time and effort of counselors and other specialists, to provide training and employment for a client who is so inadequately oriented as to be incapable of utilizing the opportunities thus afforded.

Based on a variety of experience, taken together with a careful analysis of the relevant literature on the subject, this agency treats the orientation training of each client as a highly individualized process. Naturally, there are certain basic techniques and general instructions which are commonly applicable to virtually all training projects. These include the fullest possible use of conspicuous or already familiar landmarks, development and maintenance of a proper sense of direction, interpretation and utilization of sounds, smells, and topographical variations. Obstacle perception also receives considerable attention in all cases, with a frank recognition that this perception is purely auditory in character, and

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has nothing whatever to do with the once popular but now scientifically disproved theory of cutaneous stimulation. However, even in the employment of these common factors, the greatest of care must be exercised in order to achieve a satisfactory modification of the material to the particular client's requirements. For example, use of the white cane is taught and emphasized in almost every case, but the cane technique is, in each instance, that which will best serve the client who is to use it. Perhaps a recent experience will serve to illustrate.

Mr. M. was referred to the writer for orientation training, after having received a limited amount of standardized training elsewhere. The writer found this client using a cane which was far too long for his physical requirements or convenience, having been told arbitrarily that a cane should be forty-four inches long. Moreover, Mr. M's technique, while admirably suited to the effective use of an old-fashioned flail, was not exactly calculated to produce either good travel results or harmonious relations with fellow pedestrians. Introduction of a shorter cane, followed by a few lessons designed to correct the user's technical flaws, proved to be all that was needed. As a consequence, the client has achieved a greatly increased measure of independence and a corresponding reduction of the conspicuousness which was formerly occasioning him considerable embarrassment. Furthermore, his fully sighted wife now shares completely the client's enthusiasm, where previously she had sought assiduously to dissuade him from his determination to travel alone.

The vital role of the client's attitude cannot be over-emphasized. Perfectly illustrating the importance of this factor is a case handled by this agency in the recent past. Mr. H. transferred to this area from a neighboring state, having been employed in a sheltered workshop for a considerable time during World War II. For the entire period of this employment, he had relied entirely upon taxi service for transportation to and from work, sharing a cab each day with several fellow workers. Throughout the development of his rehabilitation plan, this client insisted that instruction in orientation be omitted. It was his contention that it was impossible for any blind person to travel alone in city traffic, using public transportation. In this case, the orientation project actually began before the client and his instructor met. In this, as in all other cases, there was complete cooperation between the instructor and the counselor, with full discussion of the special problems to be encountered. Thus, the extreme attitude of Mr. H. had been thoroughly reckoned with in advance, and a tentative solution agreed upon. It was felt that Mr. H. should not be accorded any further opportunity to erect defenses against the proposed training project. Therefore, the writer (who is totally blind) made his first visit to the client alone and entirely without warning or advance appointment. The strategy here employed must be altogether obvious to the experienced instructor; and it worked. Mr. H. responded magnificently to the challenge thus presented, and in a relatively short time was able to travel alone with perfect safety,—and what is equally important, with a new-found sense of confidence and self-sufficiency.

Without the slightest disparagement of the splendid work accomplished by other agencies using methods differing from those herein described, it is extremely doubtful that the requirements inherent in the cases cited could have been met satisfactorily without recourse to a thoroughly individualized mode of procedure.. This, in the writer's judgment, amply justifies application of the method with equal thoroughness (and equal benefit) to the orientation training of *all* clients.

Although foot travel is the most widely and frequently discussed component of orientation, it must not be supposed that the subject consists of nothing more. To be completely effective, it must include numerous other arts and skills. This is necessarily so, inasmuch as orientation in its fullest and truest sense implies a poised, harmonious adjustment to both surroundings and associates. The conclusion follows logically, therefore, that it must include some attention to cultivating the customary social amenities—matters which a sighted person may take for granted, but with which a great many blind persons require skilled and understanding assistance. Likewise, and for the same irrefutable reasons, a good orientation course must include whatever assistance and instruction may be necessary in the elements of good grooming. Here, certainly, there is no suitable or practical substitute for the individual method. After all, no client, however cooperative his attitude and amenable to discipline his disposition, is going to respond wholesomely or satisfactorily to correction and criticism on such intimately personal points before a group of his fellows.

In conclusion, it should be admitted that extenuating circumstances may justify a certain amount of standardization as to method and procedure. This is true particularly where it is necessary to instruct a large number of clients with limited personnel in a minimal period,—which very probably goes much further toward explaining the Army's adoption of this method than does the inherent merit of the method itself.

Barring the existence of such extraordinary determinants, the rehabilitation agency engaged in work with the blind would do well to consider seriously the tremendous potentialities of the method here outlined. We should never allow ourselves the luxury of forgetting that the client must live and function as an *individual* within the framework of organized society. Just as we consider his worth and integrity as an individual, so must we focus our skill and our resources upon aiding him in the solution of his problems.

WHY PENSIONS?

Sixty-three associations for the blind and allied institutions for the handicapped are now contributing to the cost of pensions and death benefits for their employees under the National Retirement Plan. Among the features of this plan which make it particularly attractive to organizations of this type are transferability from one member to another without loss to the employee, the fact that they can participate with only one or two employees, and the provision that the employee retains the right to the pension provided by his own and his employer's contributions when he terminates his employment for any reason.

The National Health and Welfare Retirement Association is a non-profit corporation organized to provide pensions and death benefits for employees of non-profit institutions. It came into being because these employees do not have Social Security pensions, but was designed to supplement rather than take the place of Social Security. Since 1945, when it was formed, 24,000 employees and 2,000 employers have signed up. Premiums are being paid at the rate of $6,000,000 a year, and nearly $500,000 in dividends have been declared. On October 1, 1948, the first pension checks were sent to 350 participants. Over $26,000,000 in death benefit protection is in force, which together with the pension benefits, is reinsured by the John Hancock Mutual Life Insurance Company for safety and economy.

Everyone needs an assured income in his old age. A pension gives the employee security while he is able to earn a living and is the economical and fair way of facing a problem before it becomes too big to be solved.

The National Health and Welfare Retirement Association maintains an office at 15 Maiden Lane and any inquiries about the plan may be sent there.

INCREASE IN NUMBER OF BLIND CHILDREN

JOSEPHINE L. TAYLOR

THERE ARE REGISTERED with the State Commission for the Blind more than four times as many preschool children and infants as there were four years ago. Perhaps you are thinking: "Oh, yes, the war. Venereal disease." And perhaps you are puzzled because you thought that the laws about putting drops in infants' eyes at birth had eliminated this problem. Of course, the battle against ophthalmia neonatorum still requires constant vigilance, but not one of the preschool children registered with the Commission for the Blind today has defective vision from that cause. Why, then, are there more than four times as many young children with seriously defective vision in the state as there were four years ago? With the increased birth rate, we might expect some increase in blind babies, but a rise from 30 to 123 seems out of proportion.

An analysis of the causes of blindness, in the following table, quickly gives the answer:

Diagnosis	1944	Mar. 1 1947	Mar. 1 1948
Retrolental fibroplasia	4	28	45
Congenital cataracts	2	18	20
Optic atrophy*	12	21	15
Buphthalmos	4	5	6
Glioma	1	4	2
Congenital amblyopia	0	5	5
Ophthalmia neonatorum	4	2	0
Miscellaneous	3	9	15
Information not yet obtained	-	4	15
	30	96	123

At least forty-four per cent of the increase is due to the rise in the number of cases of retrolental fibroplasia. If the increased number of cases of congenital cataracts is added to this, we can account for about two thirds of the total increase. It should also be noted that these two diagnoses account for about sixty per cent of the cases for whom eye examination reports have been obtained.

Retrolental fibroplasia has caused great concern because of the rapid increase in its incidence throughout the country in the last few years, and also because there are so many unknown factors regarding it. The name, which may be interpreted to mean "a growth of fibrous tissue behind the crystalline lens" was coined in 1941 by the late Dr. Theodore L. Terry, of Boston. Frequently there are other complications besides the fibrous growth, all apparently associated with a poorly developed eye. At the present time, this disease is found much more commonly among premature than among full-term infants. Research regarding its cause and treatment is being carried on in various parts of the country. However, there are many questions for which we have no answers. Some of the more interesting ones are:

1. This disease, which previously was extremely rare, when found, usually af-

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*Also includes cases of unspecified lesions of visual apparatus associated with disease or malformation of central nervous system.

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Josephine L. Taylor is director of education of the New Jersey Commission for the Blind.

fected only one eye of full-term babies. Why is it now found much more commonly among extremely premature infants, affecting both eyes in almost all cases?

2. Why has there been such a rapid increase during the past five years? Apparently, the increase in the survival rate of the premature babies only partly accounts for this.
3. Why is there a higher ratio in certain areas and in certain maternity hospitals? Why should we have on our register nine cases of retrolental fibroplasia from Jersey City, and only three from Newark? Twelve from Bergen County, and only two from Passaic County? The referral records of our total register for all ages and causes of blindness do not give insight into this.
4. Why, in some cases of twins, does it affect one and not the other, whereas in other cases, both are affected?

Although much more is known about congenital cataracts and their cause and treatment, it is appalling to note the rapid increase in the number of these cases registered with the Commission for the Blind in the last two years. The prognosis for many of these cases is good, but this defect still accounts for a large proportion of the children in residential schools and public school classes for the blind. About half of the cases of congenital cataracts on our preschool register are thought to be of the rubella type. In this type, mothers contracted German measles during the first three months of pregnancy. Many of these rubella cases have additional handicaps. Research is also being carried on regarding the effect on the unborn child of virus diseases contracted during early pregnancy.

It is also alarming to note the increase in the cases of optic atrophy and of unspecified lesions of the visual apparatus associated with disease or malformation of the central nervous system. Although the number listed in the Table of Eye Diseases for 1948 is lower than in 1947, it is probable that the number is actually slightly larger, since some of those for whom eye examination reports have not been received may fall in this category. Within this group there is also a rather high number of children with additional handicaps.

What effects will these increases have upon programs for the education of blind and partially-seeing children in New Jersey? Our most immediate problem is a pressing need for expanded services for the care and training of the children and infants now under school age. Present philosophy in the training of the blind preschool child includes consideration of the following:

1. The first three or four years represent the critical period of development of the blind child. During this time, parental attitudes are formed which will affect the child's place in the home and community, and his attitude toward himself. Parental rejection or overprotection frequently creates a feeling of insecurity within the child, who often develops into an overly dependent personality.
2. Many problems arise during these years, which, if left unsolved, may affect adversely the child's physical, social and emotional growth. Among the more obvious are those related to teaching blind babies to walk, climb stairs, dress, and feed themselves. (Some blind babies must even be taught to chew!)
3. Because of the nature of his handicap, a blind baby needs a home with a mother's affection and care even more than do children with normal vision. Since the adjustment to changes in physical environment and personalities is more difficult for a blind child, placement in an institution or frequent

changes in boarding homes, may cause personality problems which prove a greater handicap to the child than blindness itself imposes.

4. Most causes of blindness among infants require early medical or surgical treatment if vision is to be improved or further loss of vision prevented. The Commission for the Blind, through its prevention of blindness program, provides medical case work and financial assistance for treatment, when indicated.

We believe that the blind baby should not be removed from his parents except under the direst circumstances. However, we find that if the child is to develop normally, practically all parents need educational and medical guidance. In order to help parents in overcoming the many problems and in attaining and maintaining a healthy relationship with the child, the Commission for the Blind directs the work of a preschool counselor. The salary and other expenses of this worker are provided through a grant from a private organization, the Arthur Sunshine Home, Incorporated. However, experience has taught us that a preschool counselor cannot give adequate guidance to more than twenty-five sets of parents and their blind preschool children. Therefore, with our present case load, we need four more such workers. It would also be beneficial to provide institutes for workers from cooperating agencies and study groups and institutes for parents. Programs such as the above-mentioned have been tried in other states with gratifying results.

Providing adequate educational opportunity to these children when they become of school age will constitute a challenge to our schools, to the Commission for the Blind, and to parents. It is not a problem of the distant future. Thirty-seven of the children referred to in this article will have reached school age and will be socially ready for more formal training by September of this year.

ADVANTAGES OF THE NEW SONOGRAPH MAGNETIC PICK-UP

Because of the extremely light weight and low inertia of the moving parts of this pick-up record wear has been reduced to an absolute minimum. Pure vinylite Talking Book records which have been played 100 times with this pick-up show no wear that can be detected either orally or visibly. This extended life means a great saving in the cost of replacement records to take the place of those which have worn out.

The same low inertia feature of the moving parts of this pick-up also results in a longer life for the semipermanent needle. Microphotographs have been made showing that after 1400 sides of a Talking Book record have been played the needle still shows no appreciable wear.

The unusual ability of this pick-up to track all kinds of pressed recordings as well as embossed recordings gives it the advantage of being capable of keeping abreast of future developments in Talking Book records. At the present time the standard number of lines per inch for Talking Book records is 150. It is contemplated that records of 200 lines per inch will soon be available. The Sonograph pick-up will track either of these types under all conditions even when the record is turned upward at a 45° angle. A further advantage in regard to tracking is its ability to play embossed types of recording such as those now being produced on Sound Scriber discs and machines.

The entire pick-up cartridge can be easily removed and replaced by sightless persons; thus making it a simple matter to replace a pick-up which has a worn needle. The useful life of this pick-up is extremely long since it has only one moving part to be replaced. This moving part is air-damped, hence it is not necessary to replace damping material.

PRESCHOOL BLIND CHILDREN IN NEW YORK

RUTH B. McCOY

To SET FORTH FACTS concerning the preschool blind in New York State, it seemed advisable to consult the figures for each of the past three years and point out certain information relative to the cases for 1947.

The Commission for the Blind groups as preschool, children from birth to seven years. These are subdivided into the infant group, birth to two years of age, and the remainder from two to seven years.

The review shows a definite increase in the number of preschool blind children for these past three years. However, with all due respect to figures, one must remember that mandatory reporting of blindness became effective in New York State, February 1946. Without a doubt, this Act is responsible for some part of the increase.

At the close of the year 1945 the total registration of preschool blind children was 147, five of whom were in the infant group, and 142 of whom were from two to seven years of age, a ratio of approximately nine to every one thousand on the total blind register (15,693). At the close of the year 1946 the preschool blind registration totalled 221, twelve of whom were in the infant group and 209 of whom were from two to seven years, a ratio of approximately twelve to each thousand blind persons in the state (17,850). At the close of the year 1947 there were 252 preschool blind children, nine of whom were in the infant group and 243 from two to seven years of age, a ratio of approximately thirteen per thousand (18,957).

Although the percentage of the preschool blind to the total population of blind is relatively small, its importance is apparent. A general survey of pertinent facts relating to the 252 cases for 1947 should be of concern to all.

A tabulation of the diagnoses shows more than half of the total number of cases falling within four specific diagnostic groups. 46 cases are due to retrolental fibroplasia; 34, congenital cataracts; 31, optic atrophy and 20, glaucoma. An additional 17 diagnoses are repeated from two to seven times and 16 diagnoses appear but once. For 42 cases the diagnosis is unknown. It is interesting to note in this analysis that ophthalmia neonatorum does not appear, although further exploration might reveal that disease to be the primary cause of blindness in certain instances. The lack of early information may be partially explained by the fact that, in New York City, ophthalmia neonatorum in its acute stage is not reported to the Commission, as it is in the remainder of the state. However, as ophthalmia neonatorum becomes history, retrolental fibroplasia becomes a reality. Not only does the latter head the list but it represents approximately 22% of the total known diagnoses.

The causes of blindness showed 188 congenital conditions; four cerebral hemorrhages; three birth injuries; one accident; two meningitis and 54 unknown.

Tabulation on the length of gestation showed that 17 infants were born at term; 77 were of premature birth and 158 were unknown. Of the 77 prematures, 46 were diag-

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Ruth B. McCoy is assistant director of the Bureau of Services for the Blind of the New York State Department of Social Welfare.

nosed retrolental fibroplasia; six, cataracts; three, optic atrophy and five, glaucoma. Twelve prematures showed 11 different eye diagnoses and five were undiagnosed.

In the retrolental fibroplasia group there were two twins of separate sets. In the cataract group there were two twins, one born at term, one of premature birth. In the optic atrophy group, one twin. In the glaucoma group, one twin and in the unknown diag-

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COMMISSION FOR THE BLIND OF THE STATE DEPARTMENT OF SOCIAL WELFARE

Review of 1947 Preschool Blind Cases—252

Eye Diagnoses	
Retrolental fibroplasia	46
Cataracts	34
Optic Atrophy	31
Glaucoma	20
Corneal opacities	7
Amaurosis	7
Myopia	6
Microphthalmus	6
Chorio-retinitis	4
Retinoblastoma	4
Nystagmus	4
Detached retina	3
Retinitis pigmentosa	3
Phthisis bulbi	3
Brain lesion	3
Malformation of eyes	3
Inverted lashes	2
Choroiditis	2
Macular degeneration	2
Absence of both eyes	2
Retinal and choroid degeneration	2
Intracranial hemorrhage	1
Corneal degeneration	1
Malignant growth	1
Paralysis cervical	1
Optic neuritis	1
Embryotoxin	1
Thickened cornea	1
Ophthalmia dysplasia	1
Cerebral thrombosis	1
Glioma	1
Dislocated lens	1
Tunica vasculosis	1
Polio encephalitis	1
Inflammatory endophthalmitis	1
Anophthalmia	1
Malformation of lids	1
Unknown	42
Total	252

Causes	
Congenital	188
Cerebral hemorrhage	4
Birth Injury	3
Meningitis	2
Injury	1
Unknown	54
Total	252

Length of Gestation	
At term	17
Premature	77
Unknown	158
Total	252

Mental State	
Seem normal	122
Questionable	10
Subnormal	64
Unknown	56
Total	252

nostic group, one twin. The mentality of 122 cases seemed normal; 10 questionable; 64 definitely subnormal and 56 unknown.

The seemingly large percentage of unknown facts throughout is explained by the difficulty in making a diagnosis or giving the cause of blindness. The unknown figure in the length of gestation is attributed to the fact that the question has not been a part of the history until recently.

Our findings are not based on a scientific analysis but the figures appear sufficient to draw certain pertinent conclusions. A good deal of specific information is lacking, such as primary diagnoses as well as secondary diagnoses yet to develop. The same is true of causes of blindness. The length of gestation should be evidenced by the birth weight and not merely by direct or indirect statements of the parents. In many cases the mental status cannot be determined for some time.

Retrolental fibroplasia is the major cause of preschool blindness in this state. How can this menace be controlled? From all available information on the subject, the ophthalmologist seems to be struggling with an end result. The obstetrician should be looked to for a solution to this cause of blindness. The problem cannot be solved by accepting the fact that more prematures live as the result of modern science. The obstetrician may also be looked to for the answer in regard to birth injuries and, possibly, cerebral hemorrhages which also contribute to blindness in the group. Fortunately the Maternity, Infancy and Child Hygiene Division of the New York State Department of Health is undertaking a comprehensive study of premature births. The Commission will make a contribution to this work.

Two definite conclusions can be drawn from these findings. First, the need to prevent blindness among preschool children; second, the need for suitable care and education for the preschool blind. These children are surrounded by many problems and there is not much time during their preschool life to make the necessary adjustments for a healthy, happy childhood unless concentrated effort is put forth in their behalf.

For a number of years there has been considerable interest in chess playing at the California School for the Blind. Recently additional enthusiasm was aroused in the participants in this sport by a contest in which George Koltanowski, world's champion blindfold chess player, played seventeen games simultaneously with pupils of the school. The champion won every game but he gave high praise to his young opponents. These boys, members of the Tower Chess Club, sponsored by Ralph Rickard, dean of boys, have an excellent scoring record against high school and adult teams throughout the Bay Region. Koltanowski said, "What these boys should do is to learn to play chess without a board. Moving the pieces is distracting. I find it much better to play games in my head—and so will they." Mr. Rickard reported that several members of his team are able to play matches in this manner.

OUTLOOK
FOR THE BLIND
and
THE TEACHERS FORUM
15 West Sixteenth Street,
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BOOK REVIEWS

THEY SING IN THE NIGHT; A YEAR OF INSPIRATIONAL POETRY. Compiled and edited by Merrill A. V. Maynard, Executive Director of the Braille Poets' Guild, P. O. Box 245, Taunton, Mass.

Since the dawn of consciousness man has sought expression for his thoughts as the beauty, the terror, the wonder of life impinged upon his consciousness: one of the instinctive forms of expression has always been poetry. Defined as emotion remembered in tranquillity, even those to whom it is not consciously a symbol, at times express themselves in poetry, provided that an experience has been deeply felt.

Throughout the ages, travelling without the guideposts and charts of the sighted, beset by the emotions of fear and pain, hope and despair, beauty and love, and by the remembrance of these to an even greater degree than by the sighted, the blind have found in poetry the highest form of expression. Had Homer not suffered, had he not been blind, could he have written his *Iliad* and *Odyssey,* so vivid, so filled with life that they still keep the fire and glow of life itself? Could Milton have written his superb "Paradise" poetry unless he had his experience distilled within his soul, judged it by his intellect and formed it by his feeling? Many other blind writers have struggled with their emotions, and have reached for expression that might capture the treasure left by the receding tide of feeling: those who found the right words and used them truly, wrote poetry.

A. E. Housman, speaking of poetry, once said that he could not satisfy himself that there exists any such thing as a poetic idea, for there is nothing so true or so precious that it cannot be said in prose. You will notice that he did not say *expressed* in prose, for what he meant of course, was that it is not the content that makes a poem, but the way in which that content is expressed. Not intellect, but feeling, is the source of poetry; it comes from the sentient soul, and there finds means of expression. It clothes in words the feelings and thoughts, not only of the poet, but of humanity, and this is why it often happens that readers feel a pang of recognition as they read; once, somewhere, surely this had been their own thought?

In the little book before me, *They Sing in the Night,* I find true the editor's claim that "everybody is certain to find something that will appeal to him," for the variety of subject matter, and of style and form, are indeed wide. Ranging from religion through nature, to love and death, simple human nature, gardens and other works of man, they have a general appeal.

They are all characterized by sincerity; they are all well wrought. But to me the most pleasing characteristic is the proof they give of *livingness:* these writers, blind though they may be, and in some cases deaf as well, are all intensely aware; they feel. By the light of this awareness, they have written some outstandingly lovely poems.

There is Hart Richelsen's "To The Winged Victory", which is a moving presentation of the remembrance of beauty. "To My Reflection In The Mirror", by Essie Jeanette Thornburgh, is a gay and charming defiance of blindness. "Oncoming Freight" by Richard Kinney will recall to anyone who has experienced it, the thundering excitement of the train's onrush. Dainty and delicate as a whiff of heliotrope is "Thumbnail Garden" by Lucille Lemp.

"Think On These" by Merrill A. Maynard is a nostalgic recollection that is touching and convincing; others of this author show enthusiasm and ardor. "Daybreak" by V. is a beautiful expression of authentic sentiment. "O Lonely Night" by John L. Duffy will find an echo in many hearts; Professor Karapetoff's "I Shall Come Back To You" has the transcendent quality of the lofty spirit. The tributes to Louis Braille and Helen Keller respectively by Fred Filion and Hart Richelsen must be noted for their sincerity and excellence of form, and the poems of Sister Mary de Sales are full of simple, exalted religious feeling.

Many others deserve mention, but space is limited: I can only repeat that this is a collection of inspirational poetry in the best sense, and to be widely recommended. I hope many people will use it as a Christmas gift, if for no other reason than that there are some delightful poems about Christmas and the Christ Child included in the book.

May the Braille Poets' Guild prosper! I shall look forward to the next compilation of their work.

—Alison B. Alessios

HOW TO CONQUER YOUR HANDICAPS. By Marie Beynon Ray. 336 pp. Indianapolis, Indiana: The Bobbs-Merrill Company, $3.00.

Marie Beynon Ray's *How to Conquer Your Handicaps* should prove to be informative, refreshing, and stimulating to professional workers and laymen alike. In a series of chapters devoted to the conquest of various types of handicaps, the seventh chapter dealing with the blind will be of most interest to readers of the *Outlook*.

In a popular literary style that is often striking and painfully direct, she presents, in very readable form, facts and views that, to so many readers, are too dry and remote. Her thesis that most blindness is preventable is developed in a popular vein that should make even a casual reader understand and appreciate the criminal neglects that lead to blindness. Eye infections, glaucoma, cataracts, injuries, are treated in simple language. While her statements sometimes seem sweeping, they will not only make people think but will shake them out of their complacency.

She thinks the "comparatively few blind make an impression out of all proportion to their number. Because of our feeling that this is the worst of all handicaps, we do more for the blind than for any other class of the disabled. And most of it has been wrong." From this challenging observation she draws upon the lives of successful blind people to develop the thesis that, in blindness as in other disablements—

"No one succeeds without a handicap.
No one succeeds in spite of a handicap.
Everyone succeeds because of a handicap.
Your handicap is your great opportunity."

The author cites the career of Henry Fawcett with his rugged philosophy, physical prowess and life success, who vowed when blinded, "This shall make no difference," and who, through sheer resolution became not only Postmaster General of England but an outstanding equestrian, sportsman and mountain climber. Contrariwise, she deplores the "life of passivity" into which blind people are pushed "by hands dripping with kindness," so that "they become exactly what you'd expect—a separate and distinct species with . . . a psychology all their own. They are *the blind* as we would say the duck-billed platypus."

The author shows how Sir Arthur Pearson, founder of St. Dunstan's, had the blueprint for the *right way;* how he "turned out of St. Dunstan's men equipped to live and compete, not in the cushioned world of the blind, but in the tough old world we all live in." He "had no intention of bringing up a generation of mop makers and rug weavers. These boys were taught skills and trades never before thought possible for the blind—shorthand, typing, massage, gardening, poultry raising, telephone operating."

Through Jerry Oldfield she shows how Avon Old Farms, with its emphasis on ultrasonics and "the things that give the blind man mobility and make him inconspicuous among the sighted," gave new impetus to the adjustment of the blind in a sighted world.

In the careers of Paul Corliss, Edward Kuncel, Borghild Dahl, Mary Murphy, Alec Templeton, Robert Irwin—Marie Beynon Ray finds one illustration after another to show how sheer determination to master the obstacles which stood in the way of success were the very means through which they gained the capacity to adjust themselves to the competition of the sighted world. In each she finds occasion to point out the weakness of current methods in fitting the blind to meet life's problems.

There are pithy passages which should set workers for the blind to thinking, as in speaking of St. Dunstan's she observes that "From all over England, from Europe, from America, came the heads of institutions for the blind and marveled how these men could learn in six to nine months what it took them five years to teach. Filled with enthusiasm, they hurried back to their institutions and—went right on turning out the same kind of blind people they always had, a separate species, living in a world of their own, learning to be helpless, 'different' and the docile recipients of charity."

Again, speaking of Paul Corliss, she writes, "He found places where he could learn (if he was willing to pay the price, which was to be a charity case) to read braille, write longhand, type. He learned. But he could find no places which would teach him the rudiments of deportment, the tricks of posture, gait and carriage which would make him look not-blind, and ways of getting about in unfamiliar rooms, of eating, dressing, conversing so as to be indistinguishable among his fellows."

The author's philosophy will not be new to those in the field of the blind who have advocated the cause of the day schools, the placement of blind people in industry and adjustment centers to show them how they can live and work successfully among the sighted. Rather will they be gratified that their cause has a new and effective champion—one who approaches the problem from the side lines, as it were, free from possible prejudices that grow out of work experiences.

—George F. Meyer

CIVIL SERVICE EXAMINATION

Workers for the blind will be interested to learn of the remarkable achievement of blind candidates in a recent Civil Service examination given by the city of New York for the position of typist. Of the 1,182 successful candidates, 19 were blind, and their standing was considerably above the average of the group as a whole. Five of them ranked among the first hundred, while two won positions among the first ten. Howard C. Forst, a blind man, was first on the list.

Under the laws of the state of New York, equal opportunity for the physically handicapped in Civil Service is provided, subject, of course, to the condition that such individuals are capable of performing the duties required of them. Accordingly, the examination of blind candidates was made possible by providing them with amanuenses for the written portion of the test, and by providing recorded cylinders and transcribing machines for the typing performance test.

New York City has had several blind typists in its employ for many years and has found them to be extremely capable. As a result of this examination, however, many others will be appointed and their status will be permanent instead of provisional as heretofore.

—Abraham Nemeth

NOTES FROM THE FOUNDATION LIBRARY

The items mentioned on this page may be borrowed without charge from the Reference Lending Library of the American Foundation for the Blind

"Some Current Problems in Education of the Blind" by Geraldine Scholl, is found in the *Journal of Exceptional Children* for November 1948. Among the problems discussed is the care and the training of the blind baby, the status of the sight-conservation class in the residential school for the blind, and the placement of blind students in the local public high schools.

The Proceedings of the National Catholic Educational Association for 1948 contains a section on Catholic blind education. Three papers were given: "Religion in Education of the Blind", by Sister Mary Alma, O.P.; "Preschool and the Blind Child", by Sister Rose Magdalene, C.S.J.; "A Closed Retreat for the Blind", by Sister M. Louis, C.S.J. In the informal discussions which followed the papers, a keen interest was displayed in the apostolate for the blind, particularly insofar as it pertained to the education of the sightless.

The Readers Digest for October, 1948 includes "There Is No Darkness" by Jacob Twersky. The author who is himself blind makes the following observation: "In appreciating the beauty which does not depend on sensuous appeal, a blind person is in no way handicapped. An honest man, a pleasant woman, a playful child; a job well done, a generous impulse, an act of sacrifice—all these appeal to something higher than the senses. And a blind man appreciates them more, I am sure, than most other persons do." *The Readers Digest* for December, 1948 includes "He Gave Windows to the Blind," by J. Alvin Kugelmass, a somewhat fictionalized story of Louis Braille.

"That the Blind May See" by Hazel E. Branch in the *American Biology Teacher* tells of an effort at teaching biology to blind students. For this purpose special models, charts and diagrams were worked out so that the students were able to complete the course with satisfaction.

"Jobs for Heroes!" by Lewis B. Schwellenbach is found in *The Rotarian* for December, 1947. The former Secretary of Labor tells how blind or crippled veterans make good when they are linked to the right job. Special mention is made of a man blinded by a bomb, who resumed his career in newspaper work.

Skilled Hands is a pamphlet issued by the National Institute for the Blind in London, England and is intended to show how blind workers can help to speed the production drive. Special industries discussed include: Engineering; Artificial Jewellery; Woodwork and Joinery; Standardised Packing; The Specialized Job; The Radio Industry; Dyeing and Cleaning.

Although blind, Sandford Allerton, night dispatcher for a Kalamazoo cab company, is proving that blind persons can fill certain jobs ably. The 49-year-old dispatcher was trained for the job by the state Department of Social Welfare and hired by the cab company through the local bureau of social aid. To aid the project, Michigan Bell engineers devised and installed a special key-switchboard with plungers instead of flashing lights. Allerton spots incoming calls by running his fingers over the switchboard panel until he feels a protruding plunger.

N. I. B. NEWS

CHICAGO MEETING: One of the important matters discussed was the inspection procedure of the army and other departments and the interpretation of specifications.

There have been several rejections lately which have been brought to our attention and on which the workshops should be informed:

1. The fact that an article is made by the blind is no excuse for not meeting government specifications and should not be mentioned in any letter to government inspection departments as an excuse or a reason for not meeting the specifications.
2. The failure of materials to meet specifications will not be given any consideration. First of all, you should have your supplier guarantee that the materials you purchase do meet government specifications. If the contract is for the army, you should not proceed until you have a laboratory report. In the future, any failure of materials to meet specifications will be a cause for immediate rejection and there will be no adjustment or bargaining with the department.

RUG ROVING: The Industrial Workshop for the Blind, 1024 Santee Street, Los Angeles 15, California, is offering rug roving purchased from Johnston & Company, at a price of 49 cents per pound, f. o. b. Los Angeles, California. They have fifteen different colors available and if you will write them direct, they will be glad to send you samples of the colors. We believe this price is under the present market and anyone needing new roving might save money on same.

MOPS: The following companies notify us that they are in a position to supply you with swab and wet mop yarns:

Capitol Brokerage Company
Suite 207
1440 11th Street
Denver, Colorado
Independent Cordage Company
397 Washington Street
New York 13, N. Y.

We suggest that you write them direct.

MOP HANDLES: The Evans Handle Mill, Opelika, Alabama, are offering hardwood broom handles painted any color. If interested, please write them direct for prices.

LOOMS: The Minneapolis Society for the Blind, 1936 Lyndale Avenue, South, Minneapolis, Minnesota, has for sale two five-harness Cambridge looms and three beams which they would like to dispose of. Anyone interested in this equipment should contact them direct.

PILLOW CASES: Workshops manufacturing pillowcases should notify this office if they have any excess material on hand, giving the size, type and quantity so that we can allocate small government orders to you.

WITH BEST WISHES TO ALL OF YOU FOR A HAPPY AND PROSPEROUS NEW YEAR.

C. C. KLEBER

In the October issue of the *Outlook* there was an article on "Checks for Blind Persons." The Klopp Printing Co., 10th and Douglas Streets, Omaha, will print 500 of the checks described for $22.50, or 1000 for $32.50, F.O.B. Omaha. The next printing will start February 1, 1949.

THE SUGGESTION BOX

By the Technical Research Department

The department is especially proud to announce the first two items in this column, since we feel that they represent very significant contributions toward the removal of the limitations of blindness, as well as the successful culmination of research projects.

Raised Line Drawings. Many of us have long dreamed of some method by which raised lines could be produced instantaneously on the exposed surface of a piece of paper or other inexpensive material. We of the department have speculated and experimented on this problem almost since our beginning, and at last we are able to say that we have the answer. It is now possible to produce on thin sheets of plastic, and by the use of a tool not unlike a pencil in appearance, raised lines comparable with those in common use for diagrams in braille textbooks. Obviously this implies almost unlimited possibilities for enabling blind people to do such things as practise handwriting, produce electronic circuit diagrams, work out geometrical problems, and draw sketches of all sorts.

The department plans to make available within the next few weeks a complete set of diagram apparatus, including a drawing board, plastic sheets, drawing instrument, and beam compass for producing circles. The drawing tool will probably be provided with points at each end capable of producing two different types of lines. Although the final cost has not yet been calculated, we expect the set to sell for less than $5.00. Incidentally the effect by which the raised lines are produced was discovered by Mr. H. P. Sewell, of the Dental Utilities Manufacturing Company, 122 East 25th Street, New York City, who has contributed much in the way of voluntary research and assistance to the department.

Utility Phonograph. The department is pleased to announce a small phonograph which is comparable in utility with our All-Purpose Sound System. This phonograph has been designed with the object of providing the blind with a machine of the maximum possible utility at a minimum price. It will play the following types of records: standard commercial, Talking Book, Columbia long-playing, and embossed recordings such as those produced on Sound Scribers and on our All-Purpose Sound Systems. This wide utility has been achieved by the use of a micro-groove pickup with interchangeable needles and a weight which can be added to the pickup arm or removed at will. To play micro-groove records (or so-called long-playing records) the pickup is used without the weight and with the special needle provided for this type of record. To play all other tyes of recordings, the weight is placed on the pickup arm and the standard type of playback needle provided with the machine is used. It is of the greatest importance that these needles be used *exactly* in accordance with the instructions provided with the machine, since otherwise severe damage will result to both records and needles. The machine employs a General Industries two-speed motor, an amplifier with a 50-L-6 output stage, and a 5-inch permanent magnet speaker, and is designed for operation on *60 cycle alternating current only*. It is housed in a fabric covered case, 16-¼″ x 13-½″ x 8″. The shipping weight is about 15 lbs. This machine, including necessary needles, weight, and instruction manual, will be shipped express collect at a price of $30.00.

Test Discs. A source of supply has been located for an inexpensive 6-½ in. aluminum base acetate recording blank. These are priced at $1.50 for ten discs, postpaid.

"Mouli" Grater. Efforts are being made to secure a stock of a new, imported, rotary cheese grater. This is a compact device, in two parts, easily assembled and dismantled, and easy to clean. The handle is a hinged affair, the upper part of which carries a shaped metal hold-down device for pressing the cheese against the grater. If a supply can be secured, the price will be 80¢ postpaid. The size is such that it would not be very good for grating vegetables.

Block Puzzle. One of the most interesting, and probably ancient, puzzles to come this way is the Block Puzzle. A tray holds eight rectangular blocks and two square blocks. At the start, five rectangles are placed horizontally in the center, with two vertical rectangles at one side, over one of the squares, and one vertical rectangle on the other side, over the other square. This leaves a vertical rectangular space. By sliding the blocks around, it is possible to move the two squares to the top corners.

The special beauty of this puzzle is that while an accidental solution is possible it is most unlikely. An "expert," after working on it for a great many hours, over a number of days, solved it three times in succession, put it aside for a half hour and could not solve it again until he had worked for another hour, and the following day was unable to solve it at all.

The puzzles are being manufactured for this department by the woodworking shop of the Bucks County Branch of the Pennsylvania Association for the Blind. The price, postpaid, is 50¢.

Self-Threading Needles. The supply for which hope was expressed in the last issue has materialized, and the price is, as was anticipated, 15¢ per package of ten needles. Due to the limited stock, it will not be possible to supply agencies with more than a dozen packs at a time, or individuals with more than two packs at a time. However, every effort will be made to meet the actual immediate needs of all blind individuals. These needles are also now obtainable directly from the Matilda Ziegler Publishing Company at the same price. It is requested that individuals ordering these needles enclose a stamped, self-addressed envelope.

Automatic Needle Threader. For some reason, the needs of the seamstress or bachelor seem rather to the fore these days. Most people who do not like the self-threading needles get along fairly well with the wire loop threaders (gratis), or the Edwards Needle Threader (20¢). But many have trouble with both. For these, the "Thead-a-Matic" Needle Threader, which has had a great deal of publicity lately, may be the answer. This has a plastic base, with a peg to hold the spool. At one side is an upright section which has a hole in the top and towards the back. The needle is dropped, eye down, into this hole, then a button towards the front is pushed down and held, while the thread is drawn through a slot at the extreme rear and held taut while the button is released. A metal lever is then pressed to cut the thread, and the needle may then be removed, threaded.

The principle is, of course, identical with that used in the 20¢ Edwards Needle Threader, except that the operations are more fully handled by the gadget itself. This works only with the type of sewing needle known as "Sharps." Postpaid, $2.25.

Magnifiers. The Se-All 10X Fireflies, which have been out of stock since the spring, are promised by the manufacturer to be in production again by the time this article appears. Those who have sent in orders and have had their check or money order returned may now, therefore, reorder.

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ROMNEY DIAGNOSTIC ADJUSTMENT CENTER FOR THE ADULT BLIND

WADE O. STALNAKER, PH. D.

THE NEED FOR A CAREFUL STUDY of the capacities of the blind for direct placement in jobs has long been evident. West Virginia, therefore, through the Division of Vocational Rehabilitation conducted a special Diagnostic Adjustment Center from May 31 to July 10, 1948 for a selected number of the unemployed adult blind. The West Virginia Schools for the Deaf and Blind at Romney were made available for this purpose. It was hoped that by the use of such a center a backlog of prepared blind workers could be built up. This should give the rehabilitation counselor much assistance in the selection of blind persons for jobs on a sound basis of actual knowledge of their ability.

The Purpose

The training center aimed at assisting the adult blind to acquire the physical, social, and psychological habits required for normal family and community life. This involved, to a great extent, orientation to surroundings, counseling and instruction in academic subjects, training in self-help, instruction in appropriate and acceptable methods of foot travel, educational and vocational guidance, training in various crafts, and work experimentation in machine and wood shops.

The program of instruction was developed around the individual. What the trainee was, what he is, what he did at the center, and what he hoped to do when he left the center, received paramount emphasis. The professional staff at the center were concerned with social adjustment and training, and worked with the trainees in order to know them and prepare them for desirable future activities.

The trainees received direct testing of their own abilities with work experimentation in those skills which definitely related to their

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own communities. Emphasis was on general adjustment through social activities, work experimentation, orientation, and counseling and guidance, rather than on training through prolonged periods of instruction in special skills.

The Trainees

A total of twenty-three male trainees were enrolled in the center for all or a portion of the session. The ages of these ranged from nineteen to forty-nine years with more than half of them beyond thirty years of age. These trainees came from diversified areas of West Virginia. Ten of them had environmental backgrounds in coal mining areas; eleven were from agricultural and typical hill and ridge farm areas, and only two were from large urban sections. Ten of the trainees were totally blind, nine had approximately 20/200 vision and four had only light perception. When they came to the center, thirteen traveled by sight or were sufficiently skilled in travel without sight. The others needed considerable travel training. Four trainees were practically helpless in this respect. Two of them had lost sight in adult life; the two who had been blind since childhood had attended the West Virginia School for the Blind. Two of the adult blind could not walk by themselves and had to be led into the center and into the corridors and rooms. It was interesting to note that the two adults who had recently lost their sight made a quicker adjustment to travel than the two who had been blind since childhood. Some of the trainees who came from more rural communities had experience and skill in traveling country roads and trails, yet they were unable at first to cope with urban situations, such as traveling on sidewalks, and the location of business establishments. A number of the trainees came to the center with only the barest necessities of clothing. All trainees appeared to have dressed to the best of their ability for the occasion. Some had recently received a haircut and were shaved, while others were badly in need of tonsorial attention. Six of the trainees were well adjusted when they arrived at the center and needed only diagnosis, and work experimentation, in order to be ready for placement or vocational training. Two of the trainees who enrolled, apparently did not have a full appreciation and understanding of the purpose of the center and, as a result, withdrew almost immediately to return to their homes. Eight of the trainees were married. Ten had attended the West Virginia School for the Blind, and one was a World War II veteran with a nonservice connected disability. A majority of the trainees had practically no experience of any kind outside of the environment of their homes. A good cross section of West Virginia was represented by these twenty-three trainees from nineteen different counties.

All these trainees had general and special medical examinations previous to their entrance, and all except two were in good health. These two were provided the special medical attention needed while they were at the center.

Psychological Testing

The psychological testing program was conducted on an individualized basis. Twenty-one of the twenty-three clients were tested. Only one test was tried out on a group basis, the Kuder Preference Record. This experimental tryout, making use of the very recent adaptation of the test by Dr. Samuel P. Hayes, did not prove successful with the entire group. Only about 40 per cent of them were of sufficent mental ability, or had enough training in braille reading, or enough experience in taking tests, to enable them to follow directions.

The Program

Actual tryouts were provided under the direction of skilled staff personnel, with practice and drill by the trainee himself until definite habits were fixed. Throughout the session experimentation was carried on during the orientation and activities periods for each trainee. Some of the activities which were emphasized while the trainees were in the center, were self-help in matters of personal habits such as personal appearance, dressing, shaving, and the systematic arrangement of personal effects, including methods of finding articles when misplaced or dropped. The proper handling of money with ability to distinguish coins was taught through the sense of touch. The use of the dial telephone was taught in order that trainees might obtain a sense of ease in modern communication. Other activities such as signature writing, chair orientation, entering automobiles, ascending and descending steps, obstacle perception, and the use of talking book machines, were emphasized. The mechanics of eating included proper etiquette, explanation of how a table is set, and actual table experience, including the handling of silverware, dishes, water, beverages, salt and pepper, and the cutting of food.

Instruction in methods and techniques of foot travel, as a most essential part of orientating the trainee, was provided continuously throughout the training period. In travel training it was essential that fear in the trainee be eliminated as rapidly as possible, and that more complete freedom from others be effected. Trainees were instructed in the recognition and physical features of surroundings through various combinations of sensations which served as warnings of possible danger. Among these are changes in temperature, direction of air currents, odors, and changes in atmospheric pressure. These were recognized in relationship to the trainees' room, home or other landmarks. A natural relaxed walking manner like that of any sighted person, was emphasized at all times. This necessitated instruction in the continuous use of the cane.

Regular conferences, assembly periods, and special individual conferences were provided throughout the session. Problems considered during these periods related to the over-all social adjustment or the so-called orientation to blindness. Such problems as the following are illustrative of those discussed during the conferences and assemblies: What can blind people do? What makes good workers? The causes of blindness. Attitudes that should be taken by sighted toward blind people. Attitudes that should be taken by blind people toward sighted people. Facilities available to and acceptable by the blind, and the best methods of approach in taking advantage of opportunities that are open to the blind. Industry's attitude toward the employment of the blind and legally blind persons. The blind people's attitude toward employers. Problems relating to family life and society in general.

Simulated Industrial Assembly

Parts for a simulated assembly line were secured from companies which expressed an interest in the work of this center. Westinghouse Electrical Company, Fairmont, West Virginia, supplied metal mechanisms. Sterling Faucet Company, Morgantown, West Virginia, supplied a variety of faucets. Owens-Illinois Glass Company, Clarksburg, West Virginia, supplied a variety of corrugated paper cartons and dividers of various sizes. Assembly line work was carried on three hours per day throughout the session. Trainees were timed on the rate of assembly, and a development record of their progress was kept. This work experience was very interesting to many of the trainees and some reached standard commercial beginner production rate, while others showed definite inaptitude for this type of work.

In order to widen the conception in the minds of trainees and others as to the diversity of activities which could be accomplished without sight, a number of less work-experienced blind persons were given different tasks to perform around the buildings. It was found that general maintenance work offered an excellent opportunity for training and experimentation.

Special Outside Facilities Utilization

As the work in the Diagnostic Center for the Adult Blind progressed, it became apparent that certain trainees were ready for more definite and practical work experimentation. Arrangements were made by the staff with the local Spic and Span Laundry and the Coca-Cola Bottling Company in Romney to allow one trainee at a time to go into their plants and work on selected jobs which could be done without the use of sight. Also a supply of Coca-Cola cases and cartons was brought to the woodworking and assembly shops where they were repaired and assembled by trainees. This resulted in a very effective and final proof of the work capabilities of many of the trainees.

Social and Recreational Attention

During the first four weeks about 60 per cent of the trainees took part in bowling. These were equally divided between partially sighted and totally blind. Some availed themselves of radio, piano, and record playing in the recreation room which was always open. Others engaged in card games or dominoes, or visited on the porches. Most of the trainees seemed to like to find their own recreation which often consisted of continued practice travel, or other orientation activities. Some partially sighted trainees attended shows in the town nearby.

Vocational Diagnosis and Planning

With some of the trainees it was possible by the end of the first week to make a good vocational diagnosis, and to formulate and recommend a suitable vocational plan. With other trainees, it was impossible to do this until the very end of the session. Also, with some of the trainees it was possible to quickly secure good *rapport,* while with others this required a considerably longer period of time.

Of the twenty-one trainees, whoses cases were diagnosed, and for whom vocational plans were suggested by the staff, together with suggestions from the Office of Vocational Rehabilitation, two were recommended for training such as piano servicing, two for agricultural work, two for home industries, two for sheltered workshop occupations, and the remainder for industrial placement, except one for whom it is impossible to develop a plan until further medical developments and diagnosis are made available.

Counselors who observed the work in the center were careful to secure all information possible on their clients, and maintained close cooperation with the trainees and the staff.

At the time this report was written, two of the trainees had commenced training for piano tuning service, one had enrolled in the school for the blind at Romney, and five, or more than 45 per cent of those who were recommended for industry, had been placed in suitable jobs. Emphasis is now being directed toward planning for suitable placement for the rest of the trainees.

Recording and Reporting

Weekly reports were kept on the progress of the trainees in each scheduled activity plus the observations of extra-curricular activities. Weekly staff meetings were held to discuss and to appraise each trainee in the light of case reports, case records, and the interpretation of the psychological tests. These conferences resulted in the combining of the observations of each instructor into a composite weekly report. In addition, staff conferences were held frequently in connection with such problems as trainees' lack of progress, sudden changes or loss of interest, desire to withdraw from the center, visits of rehabilitation counselors and state office officials, Federal field men, and Veterans' representatives.

Summary

In providing services in the center, two broad purposes were kept in mind. First, to determine through diagnostic testing, the abilities, vocational interests and limitations of each trainee. Second, in the light of all obtainable information, to provide opportunities in different types of activities in order to determine each trainee's ability to perform the type of work for which he was best suited.

The objectives were reached in general through psychological and aptitude testing, orientation, vocational guidance, and individual and group instruction in activities, in an environment which attempted to duplicate for trainees the problems and situations which they would encounter in normal everyday living, also to stimulate the trainee in new interests, self-confidence, and the psychological acceptance of the limitations imposed by blindness, and thus enable him to develop his native ability to a maximum degree.

In anticipation of social difficulties, demonstrations were arranged to provide acceptable approaches to the solution of problems. Provisions were made for experiences in a wide range of diagnostic activities, and through tryouts in a variety of jobs at the school and in near-by communities. Interest checks were made, and aptitudes were put to the test in actual performance.

THE COMMUNITY AND THE BLIND

MAUDE WARD

In order to suggest how the community and the blind can work together, one should look into the past at some of the efforts of early pioneers as well as point to work of groups active at this time. In the beginning the blind were treated in various ways but in no case were they considered in the same light as their sighted fellowmen. During the latter part of the eighteenth century Valentin Haüy of Paris, France, gathered together all the available knowledge concerning efforts to teach the blind. He developed a method of teaching which proved successful and his school became a part of the state-sponsored educational system. Other countries became interested and the United States formally opened its first school in New England in 1832. Indiana's first school was opened in 1847. Thus education for the blind is but a century and a half old. Although much progress has been made in other types of education and training, programs for the blind are still in the early stages.

The fact that the blind could be taught having been accepted, this had to be demonstrated by interested groups through private donations before tax support was available, and the stigma that training was for charitable cases only needed to be removed. Ohio became the first state to adopt an educational system which included all the blind without regard to whether or not they were indigents, and thus the school for the blind became an accepted part of the public school system of the state.

For a time interest in the blind began and ended with their school training. Thus the individual trained for useful living was left to shift for himself with little or no aid or direction from anyone. Following the development of schools for the blind, institutions for the adult blind came into being and private agencies became interested in the rehabilitation of the blind, recreational facilities for the blind and the re-education of the newly-blinded adult. Out of this interest

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This article, which appeared in the July 1948 issue of "Public Welfare in Indiana," was deemed of sufficient importance that all persons interested in work for the blind should have the opportunity to read it.

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came the establishment of commissions for the blind. The first one was organized in Massachusetts in 1906. Along with this movement was one which developed in a slightly different direction but nevertheless was destined not only to bring help to those already blind but to prevent and relieve blindness. The initial action appears to have been taken by the New York Medical Society in 1887 when a committee was appointed to investigate the problem of blindness from ophthalmia neonatorum. The American Medical Association took up the matter and as a result interest gradually spread to lay organizations. Finally, special agencies with the sole object of giving consideration to the problem were established. Interest in the prevention of blindness is now found in the medical and nursing professions as well as in organizations particularly concerned with the blind, and in organizations formed expressly for the purpose. The result is that no longer are we accepting the fact that blindness should be an inevitable condition. Instead we are asking whether much blindness cannot be prevented.

Commissions for the Blind

Commissions for the blind have as one of their objectives the preparation of a register of the blind. We are not sure whether all cases of blindness are found early enough to plan for necessary treatment, and for early training, the importance of which cannot be overemphasized. Other objectives of commissions for the blind are the development of sheltered workshops, home teaching departments, home work departments, medical and prevention departments and many other activities. The passing of the Social Security Act of 1935 met needs on which attention had been focused and increased the interest of individuals in their problems. Lay personnel as well as professionally trained social workers were interested in the whole problem of blindness. One of the most widely known organizations devoted to work with the blind is the American Foundation for the Blind located in New York City. This organization is a non-profit agency supported by endowment and by private contributions. It collects and disseminates information regarding all phases of work for the blind; promotes state and federal legislation in behalf of those without sight; arranges for the establishment of needed agencies for the blind throughout the country; promotes the training and placement of well-qualified professional workers for the blind; develops mechanical appliances for the blind, such as the braille typewriter and the Talking Book, publishes four magazines; the *Outlook for the Blind and Teachers Forum, Touch and Go, Braille Book Review,* and *Talking Book Topics,* as well as books relating to work for the blind; and conducts for workers for the blind a lending library containing several thousand ink-print books in English and foreign languages on every phase of blindness and the blind.

There are two national associations of professional workers for the blind; the American Association of Instructors of the Blind, composed of superintendents, teachers and board members of schools for the blind, and librarians of libraries for the blind; and the American Association of Workers for the Blind, in which anyone interested in the blind is eligible for membership. The primary purpose of these two organizations is to promote the discussion of problems of mutual interest through biennial national conventions of their members. The printed proceedings of these conventions constitute a valuable body of literature on work for the blind.

Vocational training in schools for the blind and the adult blind have added color and meaning to the lives of the blind. The advent of the talking book and the increase in the number and quality of books available have definitely enriched the experiences of the blind, particularly the individual blinded in later life who has difficulty in mastering braille. Perhaps we should consider here a point which should be constantly brought to our attention. The blind, like other people, are individuals and blindness is only one of the factors in the total situation. What would the person be doing if he could see? Blindness should not of itself be permitted to change his normal status in his home and community. With this goal constantly before us we should remember that blindness does not make all the blind alike. The degree of independence and dependence varies greatly among the blind as among the seeing. Because a person is blind does not necessarily mean that he needs or wants assistance from an agency or an individual. Furthermore, most blind people are a part of a family. Therefore, the problem occasioned by their blindness does not exist in a vacuum. In working with the blind the agency must remember that contact is not with the blind individual alone but with his family and other interested persons. For example, a blind person living alone may enjoy a talking book. A blind person living with a sighted group may not have full enjoyment of a talking book because constant use might annoy members of the group. As a result of legislation nationally and in the state of Indiana, needs of the blind have been recognized. Public assistance is possible for the needy blind; educational facilities have been provided for all the blind able to take advantage of these services. Vocational rehabilitation is possible under the program of the Board of Industrial Aid and Vocational Rehabilitation for the Blind. All these agencies working together may provide a pattern for a total plan for the individual. However, because of the limitations which appear to be inevitable in a program designed to benefit the majority of the people which it serves there are always gaps which need to be filled for special situations, and in addition as new needs and services are discovered legislation covering these needs and services usually lags until they are proven. Here the volunteer individual and agency has a definite place. So many times the agency or individual dealing with the problem daily becomes so engrossed in the routine that the changing situation does not register unless called to attention by one not so involved in the problem. Case finding might be a good example. It is comparatively easy to plan for those who clamor for attention but the individual who remains out of sight and does not make his needs known may not have his special problem recognized. Therefore assistance is needed in case finding and in finding the blind individual early. Not only to determine whether there is a possibility of restoring sight or conserving what he has but in the case of the newly blinded to assist in adjustment to blindness before patterns of dependency are established.

Age At Onset of Blindness

In addition to differences mentioned earlier there is a wide variation in the history of the blind individual, for some are born blind, some have various degrees of perception, for example, from being able to differentiate light from dark to the 20/200 point which means that the individual with 20/200 vision can see at 20 feet what the person with normal vision sees at 200 feet. Some become blind so early that they have only a dim memory of what things look like; others become blind at various other times, when in school, just as they are finishing their education, after they have established themselves in some line of work, when they are old. Differences also come about, not only because of variance in age at onset of blindness—blindness at seventy-five years means something else than blindness in youth—but in how an individual becomes blind—whether gradually, or suddenly as in an accident. Blind persons differ too according to the help they receive towards making for themselves a useful and happy place in the world.

Courage and patience and intelligence aren't enough; blind persons also need the encouragement of persons who can see. Without that, few would learn braille, or try to hold a job, or even walk around the block by themselves. Social workers have no doubt experienced an association with a blind individual who is leading a limited life because of neglect or overprotection on the part of those around him. The blind individual's first line of defense is confidence in himself. Such confidence can be secured only through knowledge on the part of the blind individual that his clothing and general appearance are similar to those of persons with whom he comes in contact. For example, the blind person cannot be sure in doing the tasks common to all, that the laundry is clean and without stain and that in ironing there are no scorched places. Loss of buttons can be "felt" but a stain or smudged place cannot. Therefore, the blind person must have help in doing the work or in having it inspected after it is done. The same is true of food, and the blind individual must depend more often on ready prepared foods which are more expensive. The blind person does not have the same control over buying necessities and providing for needs as his seeing neighbor has. In general, special expenses exist as a result of blindness. A higher cost of living for the blind follows, which resolves itself into a lower standard of living because the economic status of the blind individual is usually lower than that of his sighted neighbor.

In discussing these problems with the blind we find the following items among the essentials of daily living—a telephone for one who has additional handicaps, a radio and record player for those who enjoy keeping up with current events and are not as free to move about as sighted individuals; reasonably modern equipment in the home for one who can hear gas and knows how to operate a gas or electric stove where other types are hazardous; a braille thermometer to tell the weather, which in turn will aid the individual in knowing how to prepare for the day ahead; and at the top of the list are friends—real friends who must of necessity share in the life of the individual by reading mail and handling other affairs of a personal nature. In turn the blind individual recognizes that among the blind are malingerers who take advantage of other persons just as their sighted neighbors may do and that these persons increase the problems of the blind who wish to share in the community planning and problems and take their places with others in the give and take process of daily living.

As has been mentioned earlier, efforts have been made and are constantly being made to bring about more understanding of the special needs of the blind and to fill in the gaps which now exist.

The Lions' group, among its many interests in the blind, furnishes white canes which identify the individual carrying one as a blinded person. The cane is useful in many ways to the blind individual, who can identify the open door or stairway, the edge of the street, go through revolving doors and in general become oriented to his surroundings.

The Lions' organization, as a whole, has definitely been interested in the problems of the blind as is well known in Indiana; however, the extent of the activity of the various clubs may not be so well known. During a recent convention one of the floats in the parade depicted some of the interests in the blind. The use of the cane has already been mentioned, but, in addition, glasses are furnished for the needy blind by various local Lions' clubs and more or less recently the clubs have included in their activities interest in sight conservation and prevention of blindness. In this connection, the local club in one of the counties in the state conducted an eye clinic for all children. The results of this study were disheartening and brought the realization that much is needed in this field. Further examples of efforts in this direction were the purchase of dental equipment for the state school for the blind by the Indianapolis clubs. Improved lighting was provided as a sight saving measure in some schools. As a recreational measure, skates were provided for children at the state school for the blind—all of which contribute to the well-rounded development of these children. There are many other examples of this organization's interest in the blind as well as that of other groups not so well known for their work with the blind. These include such agencies as the American Legion, Indiana Federation of Women's Clubs, various industries and individuals. These groups and individuals provide glasses, help in securing employment, give personal services, such as the volunteer group of the Council of Social Agencies. Many individuals coming to Indianapolis for eye examinations or surgery need aid in getting around the city. The volunteer who meets them not only conducts them to the proper place, but frequently waits with them to keep them company during the eye examination, takes them for meals if this is indicated and generally attempts to make their stay in Indianapolis as pleasant as possible. Other agencies such as the Volunteers of America and the Wheeler Mission cooperate with the State Department of Public Welfare in filling gaps, such as providing a place to stay if this is necessary for the individual and a companion to stay overnight. The Travelers' Aid assists also by meeting trains and buses at hours earlier or later than the office hours of the State Department of Public Welfare.

Various needs of the blind are brought to light which cannot be met because of the limitations of the Indiana Welfare Act of 1936, as amended, and the rules and regulations of the State Department of Public Welfare. For example, a blind individual may need eye surgery or an artificial eye for cosmetic reasons and this cannot be provided under the welfare act. This individual's adjustment to his community may be dependent at least partially upon the securing of an artificial eye. Local resources such as the various clubs mentioned would no doubt be interested in assisting the individual if the problem became known. A blind-deaf individual may have an ear phone but be unable to defray the cost of the upkeep of such equipment. Purchase of an occasional battery will help to keep this person contented and apprised of current affairs. For an individual who must live alone a telephone is essential. How much more so to a blinded individual who may be confined to the home either because of the handicap of blindness or additional handicaps. Mention has already been made of avenues which were opened to the blind with the advent of the radio and the talking book. Even these cannot completely take the place of other forms of recreation. To the individual who enjoys walking in the woods, boating, or any of the other forms of recreation enjoyed by those who see, a friendly visitor is welcome who will make it possible for the blinded one to experience these pleasures.

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SOME PRINCIPLES UNDERLYING A GROUP VOCATIONAL GUIDANCE PROGRAM FOR RESIDENTIAL SCHOOLS FOR THE BLIND

HERBERT RUSALEM

In an earlier paper surveying the group vocational guidance scene in residential schools for the blind,[1] it was concluded that there is a clearly delineated need for a sharing of experience among the various schools. It was suggested that future convention planning make provision for a group guidance panel dedicated to the objective of making available a workshop atmosphere wherein mutual problems could be profitably explored. This paper does not claim to provide answers to any of the problems in this area, it seeks instead to summarize some of the pertinent research and to offer some bases for discussion in a future panel meeting on group guidance.

In the process of conducting the survey of occupations courses and units in schools for the blind, this writer was interested to note that at least three of the institutions contacted maintained no group guidance program on the thesis that their limited size permitted intimate continuous contact with the individual student. It was assumed that this highly personalized approach in a tightly-knit setting rendered group methods of studying occupations and social adjustment invalid. It must be inferred from these statements that the administrators in question, along with many others in all areas of education, believe that group guidance is a substitute for individual guidance.

For a long time, educators have looked upon the group approach merely as a convenient stand-by—a time and effort saving measure. To them, its values have largely resided in its ability to convey educational and occupational materials economically to large groups, serving as a variety of mass-production medium, doing the same job as is purported to be done in the interview, but doing it in wholesale fashion. Early attempts at group guidance stressed this economy factor, which, unfortunately, is a weak justification for adopting this type of program.

Within the past twenty years, group workers and therapists have been conducting investigations into the nature of what they call "group dynamics." Simply stated, their work has revolved around the joint problems of understanding the processes of group interaction, and the impact of group experiences upon the individual. The group situation is regarded as an educationally developmental environment which provides the raw material out of which members of the group extract social and personal values, facilitated by the participation of a trained group worker. It is increasingly recognized that group experiences, rather than being carbon copies of individual experiences, serve the individual in a quite different way. It has been established that the group process is productive of richer results in specified areas, succeeding particularly well in educational settings where changes in ideology, or cultural habits are concerned. In essence, there is no duplication between group and individ-

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This is a companion article to the one by Mr. Rusalem which appeared in the December issue of the *Outlook*. Another biographical note seems unnecessary at this time.

ual guidance procedures. Each has its contribution to make to the overall objectives of the program, and the fact that personal individual contacts are maintained with students does not obviate the need for group guidance methods.

What are some of the particular values of achieving vocational guidance objectives through groups?

1. *Exploratory values.* It has been the common experience of many counselors to discover that a large portion of the student population lacks readiness and maturity for reaching tentative vocational decisions. Lack of experiences in, and contact with a number of occupational activities has been the basic cause of the vocational "unawareness" of these young people. Exposing them to a variety of occupational fields is manifestly beyond the sphere of the interview and is often inadequately performed in the typical curriculum. Consequently, a specific situation for assisting this maturing process must be established. In this, individual study has been found inferior to the sharing of group experiences, where the printed word, group discussions, guest speakers, radio and other techniques are often effective in unfolding the world of work and the realities of job holding.

2. *Motivational values.* Many young people are inadequately motivated to study themselves, with a view toward measuring their interests, aptitudes, and other traits against possible fields of work. The security of the school environment coupled with the abstract quality of some of the school courses, sometimes leads to a point of view in which the need for making occupational decisions becomes a matter to be deferred to a distant and somewhat unreal future. Individual interviews aimed at stirring interest in planning, frequently meet with indifferent results. However, when the problems of studying oneself and the occupational scene become matters of group investigation, reinforced by guest representatives of the working population, tryout experiences, and other devices, the matter of planning assumes an urgency that is rarely achieved through other means. Skilled group leaders have made motivation a top-priority goal in their programs, employing the psychology of group attitudes to encourage the individual to become increasingly conscious of his need to plan his life's work and his educational program.

3. *Personality growth values.* The group guidance setting, offering one of the rare, controlled situations where recreational and academic values are not paramount, enables the worker to employ the group experiences to assist students to cope with personality difficulties. We have often committed the error of working with student behavior problems on an individual basis, when their difficulties existed on the social or group level. Through skillful use of the group atmosphere, the teacher uses the process of controlled group living to assist the shy retiring student, the hyperactive behavior problem child, the uninterested youngster lost in fantasy, and other personality deviates. The group environment may be employed as a therapeutic instrument, being relieved of the pressure of competition, marks, and compulsion. It can enable young people to assume contributing roles in a school society, with the possibility of the values achieved being transferred to the larger real-life setting.

4. *Democratic values.* The occupations course or unit may become a laboratory in democratic action, wherein, through cooperation with the group, each individual achieves a degree of satisfaction and a realistic recognition of his role in the group. In a democratically conducted class of this nature, the mastery of subject matter and the gaining of skills becomes secondary to the achievement of sound social and democratic values and attitudes.

These are a representative group of values directly related to the individual student. However, there are several contributions which a group guidance approach may offer to the administration of a total guidance and personnel program:

1. It explores basic problems common to all members of the group, thus providing a common background core of experience for individual guidance contacts.

2. It assists us in selecting individuals requiring intensive therapeutic work, by focusing upon the performance of the atypical members of the group.

3. It stimulates the demand for individual counseling, complementing it, rather than substituting for it.

4. It establishes *rapport* for the individual conference. An investigation at the Federation Employment Service in New York City found that young people who had attended several group guidance sessions were more responsive in individual contacts than a matched control group which had had no such group experiences.[2]

In general education, on all levels from the elementary grades through the university into adult education, studies of these values have been few in number. Margaret E. Bennett studied 602 eleventh and thirteenth grade students in a one-semester course in orientation.[3] This entire group received counseling service, but only that portion of it designated as the experimental group attended sessions of this course. It was reported that the experimental group made statistically reliable greater gains in all informational aspects, and gave evidence of a higher quality of thinking with respect to choices and plans. Measures of leadership and participation in social and extracurricular activities seemed to favor the experimental group, but the results on this point were not statistically reliable.

Haugen and Douglass studied 187 boys and 201 girls attending two junior high schools in Minneapolis.[4] These youngsters all participated in a unit in group guidance spanning nine weeks of a course called "Community Life and Civic Problems." Vocational attitudes were recorded prior to and following the unit. Among the boys, the percentage who made tentative choices of occupations rose markedly, while among the girls, there seemed to be a greater inclination to retain original choices. Where changes in decision were made, there was a slight tendency to shift choices upward on the socio-economic scale and to bring them more nearly in harmony with ascertained intelligence test ratings. At the conclusion of the course, students tended to give more acceptable reasons for their choices, and, most significantly, there was a marked increase in the percentage of pupils who reached definite decisions relative to the curriculum they would follow for the remainder of their high school careers.

Hahn at the University of Minnesota reported some clear-cut advantages of a laboratory activity class in orientation as compared to a parallel course given through the lecture method.[5] The laboratory course was more effective in locating students requiring individual assistance, was better liked by the students, and, although informational objectives were secondary, the laboratory students gained as much knowledge of subject matter as the enrollees in the lecture course.

Other investigations follow similar patterns, failing to objectively establish beyond increased knowledge of and skill in studying occupations, the other values claimed for the group method. However, there is much empirical evidence in the literature and in the experience of instructors who have undertaken this task. Admittedly many of the values and attitudes sought do not lend themselves to objective research, and consequently may not soon be reported on a level other than the anecdotal experiential records of those who have given and taken the courses offered.

What objectives may a group guidance program legitimately seek? The setting up of objectives is necessarily a highly individual matter colored by such considerations as the nature of the school and the student body, the total objectives of the school, the qualifications of the instructor, the availability of teaching materials, and the character of the occupational world into which the student is expected to enter. In this paper only the most general of objectives are suggested for discussion:

1. To stimulate an awareness of the need for vocational planning and individual counseling.
2. To provide the student with skills and materials which will enable him to more effectively study himself, his school, and the world of work.
3. To provide experiences which will broaden the student's social and cultural horizons, enabling him to make wiser choices.
4. To present accurate current and local data not present in most texts and other prepared materials.
5. To provide an atmosphere in which the student may securely gain an objective view of himself and his relation to his society.
6. To aid students in achieving a philosophy about blindness relative to their personal adjustments and to the world of work.
7. To bridge the gap between school and work, by making possible contacts with rehabilitation people, employers, visually handicapped workers, and visits to agencies and places of employment.

It is abundantly clear that these broad guiding objectives, flavored by individual school situations, must be achieved through means indigenous and peculiar to the institution and its students. Here again, however, certain basic considerations are in order.

In which school years can the course or unit be most effectively given? Mr. Charles N. Morris, of Teachers College, Columbia University, has been conducting a survey of group guidance practices in public education.[6] In an unpublished paper, this investigator concludes that the course or unit is most often found in the 9th and 10th grades. In the previously reported study of group guidance practices in residential schools for the blind, the course or unit was most often taught in the 9th, 10th, and 12th years. There is adequate justification for offering guidance through groups on each of these levels.

Many schools favor the freshman or sophomore year of high school in the belief that if the course is to be of the greatest value it must necessarily reach the greatest number of pupils. Statistics on school-leavers support the contention that all too many young people abandon formal education soon after starting secondary school work. If they are to receive the practical values inherent in an occupations course, they must be reached early. In the second place, many schools have found the 9th and 10th grades especially favorable because it is at this point that further educational decisions and choices of courses must be made. It is felt that the validity of such choices is increased through the course or unit in group guidance. Furthermore, educators are inclined to feel that vocational interests begin to crystallize in young people during the early years of high school, and that serious vocational planning should be encouraged at this stage.

The adherents of the presenting of group guidance in the 12th grade have a strong case for their belief. It is supposed that at this level most effective assistance can be given in a number of directions:

1. Preparation for college life and the selection of appropriate collegiate institutions and courses.
2. The development of work habits in

preparation for entrance into paid employment and the gaining of knowledge of social security, child labor, workmen's compensation and other specialized matters of importance to the young worker.

3. The helping of students to get a real picture of the competitive industrial society in which they will operate and the place of the individual in it.
4. Training in applying for and holding a job.

It is apparent from the arguments advanced by each of these two groups that there is no conflict. A natural conclusion is that group guidance is an essential on both levels —the freshman or sophomore year on the one hand, and the senior year on the other. The first is for the purpose of orientation to the school and its resources and to the broad occupational picture—to promote sounder thinking about educational and vocational plans. On the other hand, group guidance in the senior year undertakes the function of preparing students to adequately meet the problems which they are likely to encounter in the next stage of young adulthood: college, specialized training, or work experiences. Both the opening and closing days of the high school career are crisis points and the need for assistance is underscored by the self-reports of young people recorded in such studies as the Regents' Inquiry and the reports of the American Youth Commission. An adequate group guidance program seeks to supply the knowledge, skills, and attitudes which assist students when they arrive at these points of exceptional stress in their school life.

What methods are suggested for school group guidance programs? Formalistic recitational methods are inappropriate for the course or unit in group guidance. Grades based upon periodic and final subject matter examinations or teacher observation are of secondary importance, for they fail to reflect the legitimate objectives of group guidance which are in terms of personal growth and understanding. Furthermore, the inherent attractiveness of the work and its obvious personal implications for the individual student, make the use of marks, as a crutch for motivation, unnecessary. At its best, the occupations and orientation courses of study should spring from student interest, should grow from cooperative student-teacher planning, and should be developed on a personalized level, uninfluenced by such extrinsic factors as grades, homework, and examinations.

The most successful group guidance programs have been built around a core of discussion—free, democratic, and controversial. Other methods including audio-visual aids, guest speakers, dramatic presentations, debates, round tables, and projects have been employed to provide variety in approach and to present topics for which they are peculiarly adapted. However, open discussion led by the skilled teacher-leader has the place of preeminence in the program, providing an atmosphere wherein students gain training in group cooperation, in creative thinking, and in tolerance of other points of view. The use of discussion as a method does not preclude outside student preparation nor does it relieve the pupil of responsibility. In fact, the demands upon the learner are increased, although his outside work is largely determined by the flow of his own interests and curiosity, rather than by the pressure of imposed assignments. Implicit within this process is the participation of students in small groups or as individuals in the investigation of at least one occupation. It is not to be supposed that this intensive study of a single field will provide the final answer to the vocational problems of any youngster. Rather, it is hoped that through the process of solving this problem under the guidance of the teacher, each student will acquire some of the techniques of studying fields of work —techniques which he may use to personal advantage at any stage of his career. Professor Harry D. Kitson, of Columbia University, in his philosophy of occupations courses and in his text, "I Find My Vocation," strongly supports this point of view.[7]

At this point, it becomes necessary to introduce the controversial subject of textbooks and workbooks in the course or unit in group guidance. Progressive thinking in the field has proposed the principle that the text is valuable as a reference rather than a radius. It is stated that most texts ignore local conditions and the particular nature of the students. The occupational and economic patterns of living in the United States are shifting so rapidly, that many of these texts are out-of-date almost as soon as they come off the presses. Perhaps the greatest evil seen in the text is its tendency to fix the course in a mold—to circumscribe it, by unconsciously limiting the sphere of activity of the teacher. Many of the exercises, projects, and materials presented in these publications have real value, but only as they become integral parts of a teacher-student plan. The good teacher will relate instructional material to those aspects of vocational life which, either through practical observation, or through the interests and ambitions of individual pupils, have reality to the students.

If the workbook or text is to be given a subsidiary role, what are the resources upon which a teacher may base the work of his class in occupations? The best thought in the field tends to lean toward the occupational library, built up of occupational pamphlets and monographs, books on single occupations, and groups of occupations, late labor market information, books and pamphlets dealing with post-high school training and job-finding, college catalogues, such references as the *Dictionary of Occupational Titles, Occupational Index, Guidance Index, Occupations* magazine, *Vocational Trends,* and other suitable materials. This library concept is difficult to achieve in a typical school setting, partly because of the constant necessity of keeping the material up-to-date, partly because of the physical problem involved in filing and indexing a heterogeneous mass of clippings, pamphlets, magazine articles and bound books in such a way as to provide easy reference for students and teachers alike. In a school for the blind the additional problem arises of making printed material available to students without sight. There are various ways of meeting this—the use of seeing readers, the employment of seeing transcribers who copy material in braille, and the use of recorded material. More attention should be given to exploring the possibilities of these expedients, particularly the two last-named. If interviews with experts in various fields can be arranged, if radio and transcriptions can be placed at the disposal of the student, and if the teacher can keep up-to-date and use the community resources, a sound group guidance program can be made a reality.

Even the most casual observation of a dynamic group guidance course leads to the conclusion that the demands upon the teacher in terms of occupational information, teaching skills, and knowledge of personality are most exacting. Having had the support of the old subject matter daily lesson plan removed from him along with the cloak of all-knowing authority, the occupations instructor is compelled to grow along with his group and to engage in the most intensive preparation and study, not only of occupational materials, but of the psychology of personality and of his own adjustment to the demands of an active life. Most of the states issuing a license in guidance automatically shut out the recluse and the textbook scholar by requiring at least one year of practical business or industrial experience. The soundness of this requirement is supported by the action recently taken by the National Vocational Guidance Association in upgrading its standards for professional membership. This organization has made a minimum of one year's experience in office or factory basic to the training of a professional vocational guidance person.

Yet, in view of all these facts which tend to establish the exacting nature of teaching the group guidance course, many administrators assign the task to individuals having a lukewarm interest in this project and a minimum of preparation. Throughout the nation, it has been the custom to saddle subject matter and vocational teachers with this responsibility, for which many of them are unprepared and with which they are only mildly concerned. The social studies teacher has been given the task on the theory that the subject matter is closely related to his own field and that the methods used in both cases are similar. Vocational teachers have undertaken the task on the premise that they are closest to the world of work and consequently will make the course real and important. The English department has often been the refuge of group guidance simply on the basis of expediency. Administrators seeking curriculum revision through the familiar medium of adding additional units to established subject matter courses without fundamentally disturbing the traditional pattern of their curricula, have added this appendage to an already sagging English program. It seems to this writer that the arguments offered above for including the occupations course or unit in other academic and vocational courses are unjustified. Admittedly, the guidance viewpoint should permeate all the activities of the school, but in view of the complexity of the vocational and social adjustment problems of the visually handicapped, it is reasonable to assume that some integrating focal point is advisable. It is the viewpoint of this paper that most untrained part-time instructors will find the psychological and educational functions implied in this course far too demanding upon their time and resources. Even if minimum service as conceived in this paper is to be provided, the part-time job will inevitably assume full time proportions. Experience in generic educational settings has repeatedly established the principle that the course or unit in group guidance appears to function at maximum efficiency when planned cooperatively by committees representing all elements of the faculty and the student population, and when taught by a well-prepared vocational guidance counselor or a subject matter instructor having the prerequisite interest, training, and time.

It has become almost axiomatic in the field that a group guidance program operating in isolation contributes far less than one which is closely coordinated with a total personnel program. One of the most tangible results of the course in occupations is its development of an increased awareness of problems, on the part of students. Obviously, many of these problems are on an individual level and do not lend themselves to solution through group techniques. A smoothly-geared program of individual guidance can be coordinated with the class in occupations, receiving referrals in a routine manner and offering service to young people who are developing increased consciousness of the values of guidance.

The failure to recognize that special professional skills are involved in vocational counseling and the consequent failure to provide adequately trained professional personnel for this vital aspect of student life are responsible for the unsatisfactory counseling program in many schools for the blind. Of course, counselors of the right sort must be paid higher salaries than untrained and inexperienced persons but the entire future lives of the pupils are at stake. Under such circumstances no school should hesitate to employ the best possible counselors and to inaugurate a full guidance program, leading to self support for its graduates.

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LIBRARY OF CONGRESS NOTES

On November 4, 1947, the Library completed a half century of work in behalf of the blind. In contrast to its collection of 550 volumes and pieces fifty years ago, the Division for the Blind now has a collection of 66,667 volumes and pieces. During the past year $1,000,000 was available for the lending, on a regional basis, of braille and talking books and for the purchase and maintenance of talking book machines.

During fiscal year 1947 a total of 225 titles in braille were produced in 65,368 volumes, at a cost of $117,974; ten titles in Moon type (1,104 volumes), at a cost of $14,384; 38,701 issues of embossed magazines, at a cost of $6,223.21. Volunteer braillists completed ninety-one single-copy books (378 volumes). One hundred and forty-five titles were ordered to be recorded as talking books, at a cost of $373,269.27. As against 2,550 talking book machines purchased in 1947, a total of 8,500 were purchased for distribution to the fifty-five state agencies in 1948, at a cost of $302,750. These new machines especially designed for the use of talking book records, are equipped with a semi-permanent needle which will play approximately forty average talking books of twenty double-sided records each without injury to the records. Machine repairs cost $55,000, and 4,500,000 steel needles, for use with older models of machines, were purchased at a cost of $13,423.91. Book titles to be embossed or recorded were selected with the assistance of the Book-of-the-Minute Committee, the Readers' Advisory Group, and the Librarian's Advisory Group.

From the Library's own collection of materials for the blind the Division circulated a total of 43,867 volumes and pieces to 2,072 borrowers. The total included 26,131 containers of talking books, 17,262 volumes of braille, and 474 volumes of Moon type books.

Through the twenty-six distributing libraries, of which the Library of Congress is one, total circulation numbered 312,757 volumes of embossed books distributed to 10,435 readers, and 542,951 containers of talking book records distributed to 17,420 readers. The Division processed 1,754 braille, Moon, and talking books for its collections during the year as compared with 1,888 the previous year.

The collection of embossed books was considerably expanded last year by two gifts in braille—the "Students' Library" of the American Printing House for the Blind, Louisville, Kentucky, which consisted of approximately 1,500 volumes, and a miscellaneous collection from the Enoch Pratt Free Library, Baltimore, Maryland.

The staff of the Division totaled twenty-one in 1948, as compared with twenty-five in the previous year. It is a pleasure to be able to report, however, that under the leadership of Mrs. Naomi Thompson Holt, one of the directors of the National Library for the Blind (whose collections, staff, and services were amalgamated with the Division for the Blind several years ago) twenty volunteer workers gave the Division assistance amounting to 1075 man-hours since January in the labelling and general preparation for service of the collections.

SOME PROBLEMS IN REHABILITATION

BERTHOLD LOWENFELD, Ph. D.

IN THE SHORT TIME ALLOTTED to me I can only attempt to discuss a few issues of a basically psychological nature related to the topic of our panel. I would like to point out some needed provisions in two areas of work with blind individuals—with the young blind and with the adult blind.

First let me discuss a few problems in our work with young blind people. Mary K. Bauman[1] in the summary of her article reports that the test results "point very strongly to the desirability of including in the education of blind children far more contact with practical materials of possible vocational value, such as tools. The inability of some blind individuals to deal with this type of material suggests lack of previous contact with it rather than lack of fundamental ability to comprehend it." It is my conviction that this statement represents a vital challenge to educators of the blind. The handicap of blindness by itself and the removal of about 90% of our blind school age group from the normal scene of life cause, in many instances, a detachment from reality which not only produces the effects stated by Mrs. Bauman. Deprived of the most important contact sense, the blind child cannot acquire on his own a knowledge of the environmental realities comparable to that of seeing children. Only an education which planfully aims at supplying the blind child concretely—and not merely verbally—with reality experiences can make up for the unavoidable detachment from the environment. Knowledge of tools, informational experiences in regard to jobs, vocations and professions, and experiential knowledge of the material and spiritual values of our culture, are factors directly related to vocational preparation in a wider sense. How much of such knowledge does our blind youth gain by the experiences and curricula offered to them in schools and classes for blind children? Concreteness as an essential principle in the education of blind children has yet to find general recognition and acceptance.

There is another and much more limited problem which, if solved, could be turned into an asset in the lives of our blind pupils. I am referring to the possibility of using vacation time for constructive purposes. From many sides I have heard that blind youngsters who return to their home for a vacation have time on their hands and do not know how to use it. Many of them, of course, join their families, where, together with other children, they have an interesting and enriching vacation. Many others, however, miss out on this opportunity to share in family, group and community experiences and spend months in utter boredom. Now I know that these three months could be turned into a very useful time if adequate guidance were given to the pupils. It seems to me that our schools should pay attention to this problem because they are the ones who often suffer the greatest disappointment when much of the good that they have done for the pupils is undone during the vacation. As a guiding principle I would like to propose that efforts should be primarily directed toward participation of the blind child in activities with the seeing. The kind of these activities will of course depend upon the age and interest level of the individual blind child. The regular community organizations should be made aware of the blind child's need in this respect and can most valuably supplement the specialized provisions available to blind children. In particular, I believe that vacation time would lend itself to vocational guidance efforts because the blind youngster can be approached in the environment to which he will most likely return after graduation. The New York State School for the Blind[2] has done most constructive work in this respect by conducting a summer-job program for its students as a preconditioning and testing for their future vocational careers.

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[1] Bauman, Mary K. "Studies in the Application of Motor Skills Techniques to the Vocational Adjustment of the Blind," *Journal of Applied Psychology,* April, 1946, pp. 144-154

Remarks presented at the panel discussion on "Community Organization for the Rehabilitation of the Blind—Trends and Developments" at the Conference of the National Rehabilitation Association at Madison, Wisconsin, December 6-10, 1948.

Dr. Berthold Lowenfeld is director of educational research for the American Foundation for the Blind.

This observation leads me to a topic which I have frequently discussed before—how can we improve vocational guidance for the students in schools and classes for the blind. So far as I can see, the trend is toward closer cooperation between vocational rehabilitation agencies and school authorities so that a more realistic total picture of the employment situation and his own chances can be conveyed to the student. This must be done a considerable time before graduation so that vocational information as well as prevocational training and conditioning can be given to the students while they are still in school. This topic, however, is such an overwhelming one that I do not dare to go into it more deeply.

Now, to the second part of my discussion—What are the main needs in the adult area where community organizations can play their role in the rehabilitation of the blind? We need a greater understanding for cooperation among agencies for the blind so far as research is concerned. Research can only be done with people and not in the armchair. Although it will of necessity consume time of the personnel as well as of the clients, this time will have to be spent if our field is to catch up and then keep pace with other fields. There is a deplorable dearth of research studies on vocational guidance and its related psychological problems in work for the blind. It is highly encouraging that the Office of Vocational Rehabilitation has stepped into the picture by the creation of a national committee on research and our hopes and wishes are with this undertaking. Valuable and successful work is being done in vocational rehabilitation by some public and private agencies. Ways and means of achieving these successes should be studied and made accessible to all those interested in vocational rehabilitation.

The Office of Vocational Rehabilitation has in the past years done a most constructive job in providing in-service training for its personnel specializing in the counseling and placement of blind clients. Its regional training courses should be continued in order to make such training available to its changing personnel. The question, however, arises in one's mind whether the private agencies, who in large part are carrying out the rehabilitation financed by the Office of Vocational Rehabilitation, offer any preparation of this kind to their staff members. Some forward-looking agencies like the Brooklyn Industrial Home for the Blind have done so. But I feel that there is a great need for such specialized training which could perhaps be arranged on a regional basis for private agencies.

We all agree that rehabilitation of an individual cannot confine itself to the vocational component but must be concerned with the total individual. Since this is the case, the work of the vocational counseling and placement personnel is closely related to and to a certain extent conditioned by the work of the home teacher. It seems to me that there is a good deal of work to be done to integrate successfully the efforts of home teachers and vocational workers. A better understanding of each other's functions and methods should be promoted and a closer cooperation achieved in the interest of our blind clients. Common psychological factors are involved in the personal, social and vocational adjustment of the blind individual which will yield to treatment only if rehabilitation techniques developed in the case work and vocational work are applied. Other professional areas such as mental hygiene have developed a team technique by which psychiatric, psychological and psychometric guidance and case work skills are focused on the individual problem. Such a team approach might be considered as a step toward better integrated services.

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[2] Palmer, Eber L., "A Few Thoughts About Vocational Training," *Outlook for the Blind,* April 1942, pp. 96-101

I cannot close without stressing the need for the development of better tests in our field. This, however, is such a long-standing and common cry that I will sound it only as "taps" for my remarks. Thank you.

NURSERY SCHOOL PROGRAM OF THE MINNEAPOLIS SOCIETY FOR THE BLIND

AMANDA KITTLESON

The purpose and need of early training for a child, whether handicapped or otherwise, has become well recognized by all educators. The attitudes which an individual develops towards himself, his family, and his fellowmen are largely responsible for his success or failure in life and also determine largely what makes for a happy, well-adjusted personality. When these important factors can be properly developed in the mind of the young child, we have reason to expect to reap its fruits in later years. Our program for blind preschool children, we believe, will lead toward this desired goal.

June 1948 brought to a close the second school year of the nursery at the Minneapolis Society for the Blind. The Delta Gamma Alumni furnished the equipment for the nursery school and are also largely maintaining it. Since the opening of the school seventeen children have been enrolled. Of this group six are totally blind, six are partially sighted and the remaining five are sighted children of blind parents. It may seem a bit strange that these sighted children are put into a nursery school such as this. As far as is known the Minneapolis Society for the Blind nursery school is the only private school that encourages and accepts such children. We, therefore, wish to comment a little on what has come to our attention in so doing. These children, we found, were in need of social contacts and play opportunities. They were not attending any other nursery. This was, in most cases, because of the expense involved in any other private nursery school, as well as the transportation difficulties. Nursery schools are not a part of the Minneapolis public school system. At the Minneapolis Society for the Blind nursery there is no charge for any child that is en-

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Miss Amanda Kittleson is the nursery school instructor at the Minneapolis Society for the Blind.

rolled. Transportation services are provided by a volunteer motor corps. This is a project of the Woman's Club of Minneapolis.

It has been interesting to note the reactions of many of these children. One little girl, two years of age, whose mother and father are both blind, used to run and hide when it was time to get dressed for going home, or when she did not wish to do what was expected of her. Her hiding place was usually just up against the wall. Another child would always come and take the instructor's hand to lead her to the toy she desired or to any location where she wished the adult's attention. There have been any number of interesting indications that these children associate their parents' visual handicap with all adults. The ratio of blind, partially sighted and sighted is so nearly equal that it has proved to be a benefit to the sighted child—as well as a stimulating and normal situation to the blind.

The nursery class is in session in the mornings from 9:00 to 12:00 noon. The children range in age from two to five years. Time is spent in teaching each child to take off his own wraps and to hang them up in his locker, which has raised symbols to help him identify his own. After the wraps are off, the children enjoy a period of free play. They can be seen riding tricycles, playing in the sand box, building with blocks, stringing beads or doing any other activity one would see in any nursery school. At 10:00 they are served a snack of milk and crackers. This is followed by a rest period of fifteen to twenty minutes. While the children relax on their cots, soft phonograph music is played for them. After rest there is story time, rhythm band, group singing, marching, clay modeling, finger painting or special activities for special days. Various pets have been brought into class so the children might more fully acquaint themselves with these animals. Last spring two baby chicks were kept at school for a week. They were fed, watered and petted, and the children derived much pleasure and gained much information from the experience.

At Christmas time the children were taken into the toyland of a leading department store where they talked to Santa Claus, had rides on the toy train and in the cars, and drank chocolate milk at the milk bar. As thrilling as anything was the ride on the escalator.

The Child Welfare Division of the University of Minnesota has cooperated with the nursery school by sending us two seniors each quarter to do their student teaching. The director of the nursery school at the university, who is responsible for placing these students, believes it is very beneficial for the girls to have this opportunity of working with such a group. This also provides capable assistance for the regular nursery instructor.

It is felt that the entire group of blind preschool children in Minneapolis has benefited by the establishment of this nursery school. As soon as a blind baby is referred to the Minneapolis Society for the Blind, the nursery instructor visits the home, counsels with the parents, passes on to them some literature on the blind preschool child, invites them to visit the nursery and to attend the Mother's Club. Parents are thereby helped in their realistic acceptance of their problems and in the training of their child. The nursery instructor is given the opportunity of knowing each child so well she is fully aware of individual needs and differences, and recognizes when the child is sufficiently mature to benefit from regular attendance at nursery school.

Medical men and women are encouraged to refer to the Minneapolis Society for the Blind any visually handicapped child that comes to their attention.

We also work closely with the parents of the children who attend the nursery. Home visits are made periodically. The mothers come to school to observe their children in contact with other children. A Mother's Club which has been organized, meets regularly. Guest speakers are invited to discuss problems such as "Nutritional Needs of the Young Child," "Emotional Development of the Preschool Child," "Eating Habits," etc. This club originally met every other month, but at the request of the mothers themselves meetings have become monthly affairs. Fathers are to be included this year; not each month, but perhaps two or three times during the school year.

A running record is kept on each child, so when the child is ready to leave nursery school and enter the sight-saving classes of the Minneapolis public schools or the State Braille and Sight-Saving School at Faribault, there is considerable information available for the instructor of the class. We are happy to say that there is very fine cooperation between the nursery school which is a part of the Minneapolis Society for the Blind, the sight-saving classes of the Minneapolis public schools, and the Braille and Sight-Saving School at Faribault. When there can be a close working relationship between all interested groups the transition from one situation to another can be made with very little difficulty.

A new project in connection with the nursery school which was undertaken for the first time this summer was the conducting of a week of camping for the blind preschool children and their mothers and also the blind mothers and their preschool children. The camp program was a combination of educational discussion for the mothers and recreational activities for all.

A situation which helped to make this program successful was the cooperation received from other community chest agencies. Kiwanis Island, at the Salvation Army camp at Silver Lake, was the location used. The executive secretary of the Girl Scouts selected a group of senior scouts of exceptional ability, to assist at camp in a large number of ways. The director of special education classes in the Minneapolis public schools came out and led a discussion on the sight-saving classes in the public schools. The instructor of the primary grades at the Minnesota Braille and Sight-Saving School, Faribault, spent a weekend at camp. Ideas were exchanged and the mothers were interested in receiving from her a detailed picture of the school set-up. A representative of the Red Cross lectured and gave demonstrations on water safety. Mrs. Farnan who appears on KSTP radio-television, put on a puppet show for the group. Thus each day was filled with sufficient activity to make the week worthwhile.

In summarizing the various services of this preschool program for the blind, the following may be mentioned: Nursery classes are conducted in the mornings. Periodic visits are made in the afternoons to the homes of the nursery school children. Case work is carried on with the family of the infant blind child. Group work is conducted through such methods as the Mother's Club, camping programs, etc.

The Minneapolis Society for the Blind realizes that this is only a beginning in one of the ways of serving these children and their parents. It is recognized that every year and every experience brings us to a position where we can more accurately evaluate the worthwhileness of every activity—making changes and adaptations where and when the need arises.

Knowing that child psychologists say that the most formative years of one's life are between the ages of two and five years we feel we have an immense responsibility towards these preschool children. Therefore, we hope that our experiences and the experiences of other nursery schools for blind children will encourage more agencies to install some program for their preschool children.

THE BLIND CINEMA-GOER

EVA H. LONGBOTTOM

A FORMER PRINCIPAL of Worcester College for the Blind is reported to have said that there was nothing his pupils enjoyed more than a visit to the cinema. That, I venture to think, was an overstatement of the case, particularly as it was made in the days of the silent films. Many sightless people also say things of a similar character when discussing matters in which the seeing take pleasure, owing to a laudable desire to appear like the seeing, but it may lead one to overlook the equally laudable necessity for strict truth. It is true, however, that many of the blind can and do enjoy the cinema, while others, who care little for it themselves, have relatives or intimate friends with a taste for the cinema, and so feel that they must either accompany them or be voted selfish. In any case, there is a perfectly natural desire on the part of the blind to choose the films they will attend rather than simply go where they are taken, for the seeing are not always understanding here. Many kindly but misguided people will hustle blind members of the family or guests to a "musical", regardless of whether the blind person is musical or not, or whether the music is likely to be enjoyed by the listener. For instance, a blind person with severely classical tastes will not want a film in which the music is jazz, boogie-woogie, or jive; and the reverse is also true. Again, even musicians like a story when they attend a film, for concerts can satisfy their love of music pure and simple, but the stories offered by many musical films have plots that have long been worn threadbare. When one says one wants a story, seeing persons often allow their manner to betray utter incredulity, just as they do if one says one enjoys the theatre. "But you can't follow a play," they reply; "you mean, of course, that your friends explain it to you." Heaven help the rest of the audience if this *did* happen!

Special Reviews Needed

To help the blind to select the type of picture they most wish to attend, it would be well if some special reviews of films could be written for their benefit, as is the case in some parts of America. The B. B. C. film criticisms are helpful, of course, but critics are thinking (and rightly so) of the seeing, for Mr. Atkinson, the one-time B. B. C. film critic, spoke truly when he called films "the Esperanto of the eye." What we need, then, are special reviews for *our* benefit, made preferably by the blind themselves, or, if not, by seeing people accustomed to working on behalf of the blind. If a professional film critic undertakes the task, he or she should, in the first weeks of work, at any rate, take a blind person as companion, preferably one who has never seen. The head rather than the heart should influence the selection of such a companion, for if charitable motives dictate the choice, we shall not have the best results. There may be certain people too poor to attend the cinema in the ordinary way, and a kindhearted critic may be prompted to give such a person a treat, without regard to ability, general intelligence, culture and

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Eva H. Longbottom is a well-known English musician and author.

(above all) ability to analyse reactions. Braille periodicals are an excellent medium for such reviews, but why not let them appear occasionally in papers for the seeing too? This would give blind writers opportunities of expressing themselves on one of the subjects they are peculiarly qualified to discuss, and the seeing reader might receive a little much-needed enlightenment about certain things.

One thing must be remembered: tastes differ with us as with the seeing. The critic cannot say, "You will like this, that or the other," but only, "Your blindness in itself will not deprive you of the power to enjoy this, that or the other." The blind person who is frankly an escapist will not enjoy films like "The Shape of Things to Come," neither will one with no appreciation of the fantastic enjoy a Walt Disney film. Any seeing reviewer who takes a blind person to the films must bear this fact in mind when estimating the value of any criticisms given by the latter.

Theories must be Discarded

The professional critic, when writing for the blind, must be ready for the time to throw overboard certain dearly-loved theories. One of these is that the story is only secondary. For a blind person it is no exaggeration to say that the story is the thing. It may here be remarked that certain films dismissed by critics as more suitable for the theatre than for the screen are the very ones to which the blind should be taken, because the dialogue in these really tells the story, instead of being a mere adjunct. Another pet theory that had better go by the boards, too, is the one that it does not matter whether or not a film of a novel is like the book, so long as it is a good film. This is probably true for the seeing, because they are not all great readers, while others of marked literary taste, coupled with an equal fondness for art, do not mind the film having little in common with the book, for they get compensation in another direction. Mr. Barton (former headmaster of Bristol Grammar School) is one of these, as also is a certain B. B. C. film critic from whom I recently received a private letter. She declares that none could be more sympathetic with such a view than she, and that she simply cannot share the feelings of those who want every incident and character to be like the book. This lady is my favourite film critic, yet I *must* beg to differ from her, not because I believe that I am right and she wrong, but because, in the very nature of things, we are bound to view the matter from different angles. The blind picture-goer, if born without sight can have no firsthand knowledge of pictorial art, even though descriptions furnished by others can be appreciated, and so there are not the compensations that the seeing enjoy where the film is markedly unlike the book. The sightless person may also receive more psychological jars than the seeing, or, if the latter *do* get them, they will probably not be remembered nearly so long as they are by the former, on account of the powerful counterbalancing influence of the eye. By a psychological jar I mean something like what I experienced on seeing "David Copperfield." The film on the whole is good, it has been excellently adapted, but why Steerforth should have been sent to Dr. Strong's School instead of Salem House I do not know, for it is hard to see where the film gains by the change. Its psychology is unsound, because, had David met Steerforth at Dr. Strong's for the first time, he would no doubt have been less enamoured of him, or, if he had been, the attitude of the other boys would soon have enlightened him, for any boy seen in the company of Steerforth in a really good school would be avoided by most of the smaller boys, and an understanding prefect would have given David a friendly private talk first, and a more severe lecture had this failed. Had an American made the adaptation I should have been disappointed, but not so surprised. What made me really distressed was the knowledge that Hugh Walpole was the adaptor, and his knowledge of psychology as exemplified in such works as "The Dark Forest," "Fortitude" and "The Golden Scarecrow" should have taught him something here. Bernard Shaw's play, "Pygmalion," is a good instance of *how* to do it. Here the film version is an improvement, but it does not improve the play out of all recognition. Undoubtedly there must be differences of approach. For purposes of technique and doing justice to the *soul* of a film, the story must often be condensed and many characters left out, but the film should, in my opinion and (I believe) in the opinion of many blind film-patrons, be as like the book as the ideal union of the two arts will permit. One should never feel that the title of a standard novel has been borrowed for a story that has little to do with it.

Voice Changes

Again, we are more sensitive to voices than are the seeing, not because the latter's hearing is necessarily less keen, but because, with them, sound is naturally secondary to sight. In one of her B. B. C. talks Miss Dilys Powell remarked that, to her, all the American women were alike in films. So they are to me when I hear them, but I was interested when I heard that the same feeling was shared by one to whom the primary appeal of the film comes through the medium of the eye rather than the ear. Blind film goers as a whole may have felt just as I did when seeing "Victoria the Great." The presentation was almost perfect as regards voice, except that Queen Victoria never sounded any older at the end of the film than at the beginning. We do not need a tremulous voice to depict a cultured woman in her old age, but we do need something that suggests the fact that the lilt of adolescence has long been left behind. Apparently the artist herself realised this, for I am told she corrected her style when broadcasting scenes from the same play, and I myself observed the change in "Sixty Glorious Years."

More might be said on the subject but what I have said should suffice to convince seeing film goers that we, the blind, can derive as much enjoyment from a film as they can, but by a different medium. They should also realise that a perfect film for eye and ear may have little worth for the ear alone.

The following are, in my opinion, good films for the blind: "Green for Danger"; "Fire over London"; "Victoria the Great"; "Sixty Glorious Years"; "The Seventh Veil"; "Black Coffee"; "Sanders of the River"; "Good-bye Mr. Chips"; "The Citadel." This list is not very up to date, but I hope to attend films oftener, and then I will try to furnish another list.

CAPTAIN BROWN MEDAL

Mr. Chauncey McCormick, a trustee of the American Foundation for the Blind, presented the Captain Charles W. Brown Memorial Award Medal for 1948 to Mr. David Krause on a radio broadcast over WGN, January 19, 1949.

Mr. Krause, who received the Bachelor of Science degree last September from Northwestern University, is a graduate of the Missouri School for the Blind, and began his studies in the School of Journalism of the University of Missouri. He transferred to Northwestern University where he pursued his interest in radio script writing. If he is successful in establishing himself in the radio world, he will be opening up a new field of endeavor for the blind.

The Captain Brown Medal is given each year to the Foundation Scholarship student whose work shows the greatest intellectual attainment.

The award was established in January 1929 by Mr. M. C. Migel, formerly president of the Foundation and now chairman of its Board of Trustees, in memory of Captain Charles W. Brown, of Pittsburgh, Pennsylvania, an early trustee of the American Foundation for the Blind.

SERVICES TO THE BLIND

This was the first round table to be held on this subject, and was devoted to a review of the nature and the scope of special services needed for blind persons and the relation of these services to the blind assistance program. It was agreed that blind persons have a right to as nearly normal, active, independent, and contributory lives as possible in their own homes and community and that to achieve this they need special services. Such services include assistance in learning to travel alone, to read and write embossed print, to eat, dress and care for their personal needs adequately, counselling, guidance, and training for and placement in employment. For a considerable group, because of advanced age and other physical handicaps, public assistance is also needed.

Since blind persons have these rights, and to achieve them it is necessary to have services, it was felt that it was the responsibility of the state to provide these services. The responsibility for the provision of these services lies, in considerably more than half the states, with the public welfare agencies.

One of the prime needs is to assist blind persons to solve the various problems of personal and prevocational adjustment. Adjustment programs are being conducted through home teaching services and through the use of adjustment centers. These projects are being conducted both by state agencies and by private organizations.

It was emphasized that adjustment is a continuous process and that it has the primary objective of assisting the person to fit into his own family and community. The valuable contributions made by the home teachers throughout the last half century in this area were discussed and it was agreed that further development and improvement of this service was needed.

All agreed that adjustment services were essential but some of the questions were whether the responsibility should be that of the public agency or the private agency and whether the adjustment should be provided through adjustment centers or at home, and if through centers, whether these should be on a state, regional, or national basis. It was agreed that the provision of adjustment services was the states' responsibility but that state agencies were often limited by public opinion, while a private agency could provide experimental activities which might prove helpful by pointing the correct way.

The second principal subject was the need for sheltered workshops to provide employment opportunities for a large group of blind persons who could not successfully compete in private industry and the need for intense development in home industries for an even larger group of blind persons who cannot, for various reasons, leave their homes to accept employment.

Since the principal causes of blindness; syphilis, cataracts, glaucoma, and trauma, are known, active programs to eliminate or reduce these causes are essential and restoration programs, particularly in the case of persons with cataracts, are vitally needed. The first right of the blind is to see.

The 1948 annual Conference of the American Public Welfare Association held in Chicago, December 9-11, included for the first time a round table on services for the blind under the chairmanship of Henry J. Robison, Chief of the Division of Social Administration, Ohio Department of Public Welfare. The vice-chairman was Evelyn C. McKay, Director of Social Research, American Foundation for the Blind and the secretary was H. B. Aycock, Director of Blind and Sight Conservation, Louisiana Department of Public Welfare. The secretary's report, which appeared in the January issue of *Public Welfare,* is reprinted herewith.

FOUNDATION SCHOLARSHIPS

The Foundation again calls attention to the scholarships available to blind students who wish to attend college or some professional school to fit themselves for a vocation.

Fourteen scholarships are awarded each year and any student in the United States is eligible, provided he is not over thirty-five years of age and has central visual acuity of less than 20/200. Academic record, character, personality, financial need, and practicability of vocational objective are the factors which the Foundation Scholarship Committee takes into consideration in making decisions. The maximum grant is $300 for the academic year, and grants are subject to renewal in subsequent years if the student's work is satisfactory.

Since the Foundation scholarships are intended as a supplement to, rather than a substitute for, public funds, students are asked to make application to the Vocational Rehabilitation service for the blind in their home states, before applying to the Foundation. If rehabilitation funds are avaliable and sufficient to meet the student's needs, he will not need Foundation assistance.

Applications for scholarships should reach the Foundation office not later than April 1st, preceding the academic year for which the scholarship is sought. Application blanks will be sent on request. Address: Secretary, Scholarship Committee, American Foundation for the Blind, 15 West 16th St., New York 11, N. Y.

TEACHERS FOR THE DEAF-BLIND

Fortunately there are few children compared with the number of adults in the deaf-blind group. However, it is of utmost importance to discover them as early as possible if they are to become well-rounded capable adults.

The Services for the Deaf-Blind of the American Foundation for the Blind and the agencies for the blind throughout the country do everything possible in counseling parents of preschool deaf-blind children so that these youngsters will be ready for school by the time they are the right age for entrance in a department for the deaf-blind. Often this is the point at which the real problem arises. As in all other educational fields there is a serious teacher shortage in the field of the deaf-blind. This has meant that educable deaf-blind children have had to remain at home waiting for a child in school to drop out or for a new teacher to be added to a staff.

Since there have been no training courses offered for teachers of the deaf-blind it has been necessary to choose a teacher for the deaf or the blind and let her, through in-service training during a period of apprenticeship, learn the new field of work.

Perkins Institution and Massachusetts School for the Blind and the American Foundation for the Blind are sponsoring a training course for such teachers this coming summer at the Horace H. Rackham School of Special Education, Michigan State Normal College, Ypsilanti, Michigan. We urge all persons interested in this work to give serious consideration to the course and to pass on the information about it to teachers who might enter this interesting and worthwhile field.

ADDENDA

In connection with the article on pages 314-315 of the December issue of the *Outlook* Dr. French writes:

"My mother's father, Stephen M. St. John, was a corporal in the army of occupation and was in California in 1846-1847. His family arrived early in 1850. The "gold rush" did not interest *these* pioneers, who were looking for land and a permanent home.

"I am not a member in any society of California Pioneers. I have attended their meetings and aided in the compilation of records.

"On page 315, paragraph 2, please add: Coordinating Committee on State Services for the Blind."

THE SUGGESTION BOX

By the Technical Research Department

Back to College. Any sign of collaboration and cooperation in these troubled days is especially welcome, and news of a new course this year at Teachers College should be heart-warming to a lot of our readers. The idea stemmed from Dr. Lillian M. Gilbreth, the living dean of time and motion study and of job simplification. Dr. Gilbreth and her husband are pioneers in how to make handicapped people the very best possible producers.

The course has been conducted by Dr. Orpha Mae Thomas. Dr. Gilbreth's prize protege; and Dr. Gilbreth herself, with one or two exceptions, has been an active participant in all discussions. The general idea was to have representatives of various handicapped groups sit down together to study the simplest and most direct approach to the essential problem of getting things done.

The old shibboleth "Why, that would be good for anybody," is being borne out at every meeting. What is good for the blind is good for the person with heart disabilities. It doesn't always work out that way, of course. We want accurate measuring devices, for example, but accurate measuring devices slow down the one-arm amputee. He or she must learn to judge quantities.

So far, it is too early to say how much good can come out of this seminar. The blind, the aged, the tubercular, the cerebral palsied, the amputees, the paraplegics, and the heart people are represented. There are editors of various sorts of special magazines and columns. Practically, the study centers on the kitchen, but by implication it covers the field. It appears to be breeding a very fresh spirit of cooperation among various groups.

A high percentage of blind people do not come into direct contact with agencies for the blind. It is necessary to make other social agencies aware of the problems if many blind people are to receive adequate services, or even adequate referrals. This seminar is an exciting step in the right direction. During the next semester it is planned to develop good educational exhibits.

Your reporter has had many questions from specialists in other fields, specialists who have clients who happen also to be blind. In addition to that, we have many multiple handicaps involving blindness, and, save for the deaf-blind, no one seems to have had the energy even to explore what is needed.

Blind housewives have been taken up to study and criticize the kitchen set up by the New York Heart Association. Next semester, other blind housewives will be taken to the New York University Medical School Rehabilitation Center, where an elaborate kitchen has been set up by General Electric Corporation. Many of the things from this department excite workers with other handicapped groups, and it is working equally well the other way around.

This whole seminar is bringing home again an old observation—the major characteristic of any handicap is not loss of a physical function but the building up, because of the handicap, of a social attitude on the part of the general public. It is to be hoped, that, come Spring, a final and stimulating report can be given on this new experiment on mutual aid among the handicapped groups.

WRITING BOARDS. Some time ago a "learned judge," to borrow a phrase from Gilbert and Sullivan, wrote that he felt like an illiterate not to be able to sign his name. From here, it looks as if more and more people who lost sight early in life are beginning to feel the same way. Actually, there is no longer any excuse for any blind person not being able to write acceptable round-hand script writing. Or if there is, there should not be after the next six months or so. A remarkable person, Mme. Pisart, has been a volunteer teacher of script writing at the New York Association for the Blind for the past several years, and it can truthfully be stated in this column that her students do an amazing job. Mme. Pisart has an ingenious training board, and Boy Scout troops can usually be induced to duplicate these boards. This department will be glad to supply all details to such troops. And with the new device for producing raised writing, mentioned last month, which will shortly be available, anyone can study what he is writing.

Mme. Pisart swears by the inexpensive corrugated writing card put out by Howe Memorial Press, which now, incidentally, is located at Perkins Institution, Watertown 72, Massachusetts. For people who find that difficult, there is the script guide which the Braille Institute of America puts out. But there is considerable merit in the Q-V-L Writing Guide, which was developed by the osteopathic physician, Dr. Robert A. Marks. This guide has been written up elsewhere in these columns in past issues. The board is now available and should be ordered directly from Dr. Robert A. Marks, Q-V-L, Box 8, Queens Village, New York. It is an extremely flexible guide, and promises already to lead to correspondence courses in handwriting. The price is $5.00, postpaid. Dr. Marks also has a signature guide which sits rather securely on the paper; the price of that is 30¢.

QUICKEE HAND CREAM. So many enthusiasts have come forward for this hand cleaner that it seems only wise to lay in a supply. Let it not be said henceforth that you will have to ask, "Are my hands clean?" Chances are, though, that they will be. Quickee Waterless Hand Cleaner contains lanolin and vegetable oils, and is said to prevent chapping. It removes paint, grease, grime, glue, tar, duplicating ink, and a lot more. Tubes containing 2-¾ oz. are 29¢ postpaid; 13 oz. cans are 45¢ postpaid.

MARY MURRAH GIFT FUND. The Walter G. Holmes Foundation, of Augusta, Georgia, has received for its Ways and Means for the Blind, Bond No. 14 in memory of Miss Mary Murrah, a bond which will provide an annual revenue of $120 for gifts to worthy applicants. This department has agreed to select aids and administer the expenditure of funds. Since the funds are intended to start in January, this gives us a leeway of two months or $20 for this first announcement. For the first month, we would like the gift to be as widespread and useful as possible, and we are therefore proposing to offer either self-threading needles, or Edwards Needle Threaders. The first cost 15¢ a pack, and the limit is two packs per customer. The second are 20¢ each. These gifts are for the people who must subsist on Aid to the Blind, and your letter should state that you are in this situation, or should explain that you are in an equivalent situation.

When you write, mention the other things you need, and why. The Murrah Fund may be a godsend for many, many people and, at the very least, you can help in the administration of this very splendid gift fund by underlining what individual blind people need in all parts of this broad land of ours.

IMPORTANT NOTICE. Production of raised line drawing sets will unfortunately have to be delayed for about two months.

BULLETIN BOARD

Cincinnati Association for the Blind—A home teaching service has been inaugurated as a regular department of the Cincinnati Association for the Blind and Mrs. Carl Wiehe and Mr. William Vosmer have been employed on a part time basis. Mrs. Wiehe was formerly a home teacher for the Ohio Commission for the Blind and Mr. Vosmer was for thirty years instructor of music in the braille and sight-saving classes of Cincinnati. As a specialty Mr. Vosmer is teaching foot travel, in preparation for which he spent a week with Mr. Houser in Louisville, Kentucky, thereby acquiring the special techniques that were developed at Valley Forge.

National Society for the Prevention of Blindness—The National Society for the Prevention of Blindness will hold a three-day national conference, March 16-18, at the Hotel New Yorker, New York City. The theme of the meeting will be "The Battle against Blindness—the Next 40 Years," and the following subjects will be discussed: Eye Problems in Middle Life; the Eyes of Children and Young Adults; Vision in Industry; Medical Advances in Sight Conservation; Glaucoma—A Community Problem.

Persons directly or indirectly concerned with eye health and safety will find this conference of interest. Details concerning the program may be obtained by writing directly to the Society at 1790 Broadway, New York 19, N. Y.

Columbus Association for the Blind—Mr. A. R. Schwartz, executive director of the Columbus Association, has arranged a series of broadcasts over radio station WCOL Sunday mornings from 9:30—9:45. The series started November 21 and is to run for thirteen weeks.

The New York Association for the Blind—To facilitate the giving of information to blind voters, a sample voting machine was installed at The Lighthouse. Using brailled sample ballots, voters familiarize themselves with the ballot and the machine, pressing down the levers indicating their chosen candidates. Out of 4,000 blind people served by The Lighthouse, 3720 are of voting age.

Brooklyn Bureau of Social Service and Children's Aid Society—The Brooklyn Bureau of Social Service and the Brooklyn Children's Aid Society have been merged into the Brooklyn Bureau of Social Service and Children's Aid Society, to form the first nonsectarian agency in New York City to offer integrated services to families and children. The Brooklyn Bureau of Social Service, organized in 1878, is a voluntary multiple-service agency offering family counseling and services to the blind and handicapped of all faiths and races in Brooklyn, in addition to special departments for the improvement of conditions in the community. Last year the Bureau served 3,500 Brooklyn families and aided a thousand individuals through its special services to the handicapped. The Brooklyn Children's Aid Society was founded in 1866 and has served over 814,000 children, 15,500 of them through foster home care, in its 82 years of existence. It is believed that the concentration of effort made possible by this merger will result in greater economy in administration and consequently in increased service.

Pittsburgh Branch, Pennsylvania Association for the Blind—On January 1, Walter R. Sherman, budget analyst and consultant on community organization for the Federation of Social Agencies, was installed as executive director of the Pittsburgh Branch. This appointment filled the vacancy caused by the death of Guy H. Nickeson, who passed away in early 1948.

Having just passed his fortieth birthday, Mr. Sherman is the Branch's fifth and youngest executive director. He has spent considerable time in other metropolitan centers as an advisor on child and family welfare problems. A resident of Dorseyville, which is not far from Pittsburgh, Mr. Sherman is married and the father of two children. He is a graduate of Clark University and received his Master's degree in social work from Western Reserve University.

OUTLOOK for the BLIND

and THE TEACHERS FORUM

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LIGHT FOR THE BLIND

MARGARET LAWRENCE

Four-year-old peter rides a tricycle, slides down a play-chute, bangs a drum in a miniature orchestra; thirty-four-year-old John earns his country's basic wage as a weaver, belongs to a rowing club, has his own home. They sound like normal Australians—yet they are both blind. Peter is learning and John has learned to live a happy, independent life at the Royal Victorian Institute for the Blind in Melbourne.

Persons throughout the world know that the blind are happiest when living a self-reliant, useful life, and leading institutions for the blind make normal living their aim. Men with wide experience consider that the aim is near achievement at Melbourne. The general manager of the San Francisco Association for the Blind wrote: "It is a pleasure to tell you that your attitude towards the blind we consider to be the most normal of any institution we have communicated with."

Stress on normalcy begins in the nursery, where blind three-year-olds run, climb, "walk the plank" and swing high in the air with amazing confidence.

This confidence is the fruit of carefully planned and skilfully carried out guidance of the blind child from the moment he comes to the nursery, sometimes at as early an age as eight weeks. From the infant welfare sisters and mothercraft nurses—one to every two children—he receives all the love and sympathy of a home, besides training seldom possible in home surroundings.

Very soon he learns to climb into his own cot in the airy chintz-hung nursery. He learns by play methods to dress himself, to feel each garment, to tell by the seams if it is inside out, to do up buttons, even to tie his own shoelaces. He learns to sit down at his little table, to feed himself, even to pour his own drink from a jug with just enough milk in it.

In the big airy playroom the toddlers can

Miss Margaret Lawrence is a feature writer for the Australian News and Information Bureau, which has offices in New York City.

finger Snow White and the seven dwarfs on the raised dado around the room, and take down their favorite dolls, bell-balls, and blocks from the shelves. They learn to play together instead of as lonely little individuals. They can walk up and down the "learning stairs," first with hesitant, then with assured feet. Blind children have learned to walk down these stairs as young as ten months old.

So, almost in babyhood, they can feel the satisfaction of achievement and be fortified against fear and the consciousness of inferiority.

Nine-month-old babies in their cots at the nursery like to listen to music and sometimes clap their hands or tap blocks in time with the rhythm. The nursery has its percussion band of three- and four-year-olds who raptly bang drums and clap cymbals in rhythm with the piano. One four-year-old lad can play any tune he hears on the xylophone, and can name all the instruments of an orchestra as he listens to a gramophone record.

With his feet set firmly on the road to normalcy, at about six years the child moves on to the kindergarten, where his formative training is continued with music, block-making, clay-modelling, carpentry, gardening and the elementary study of braille, and from there to primary school.

The curriculum does not differ greatly from that of any other school, though it is more elastic and methods of instruction differ. With ten teachers for fifty-six pupils, students have the advantage of individual attention and are not hampered by the class system. In such subjects as music and speech-training, their standard is above that of sighted pupils.

Citizenship is strongly stressed in their training. Social studies, English and speech-training are correlated to form the basis for impromptu or prepared speeches and conferences. Talks by officials from such public bodies as the State Department of Agriculture, the Housing Commission and the Melbourne Harbor Trust, and by leading business men, keep the young scholars in touch with the way the community works. So do visits to local shops and places of interest such as the Metropolitan Fire Brigade. The school has a model Parliament in which bills are prepared and debates conducted with dignity and intelligence.

There are in the classrooms many aids to learning invented by world authorities on blind education; gas ovens fitted with thermostatic controls marked in braille for the cookery class; models of animals and birds at the museum for the natural history class; a skeleton which helps sensitive fingers to learn physiology and anatomy; a library of 5,500 braille books, 350 talking books and thousands of records; looms; relief maps; braille machines and typewriters. A newspaper paragraph on some new invention—like a pocket braille machine or an outdoor thermometer—needs only to appear in Massachusetts or London, and the article is immediately ordered for Melbourne.

No charge of any kind is made for schooling or maintenance at the institute, but parents who are able to do so like to make a contribution.

Those of the pupils who are mentally equipped to take advantage of higher education can go on to secondary school and the university. They will be inspired and guided by their own blind teachers, two of whom are Bachelors of Arts and two Bachelors of Music. Four more ex-students are now studying for university degrees. They are saved financial worries while studying by having their fees paid and a living allowance provided by the institute.

These children lead a happy purposeful life in spite of their handicap. There is fifteen-year-old Joan, for instance. She is studying the organ, and plays the accompaniment for grace at meals. She will sit for her grade two music examinations soon. Last month she broadcast for the Australian Broadcasting Commission, playing one of her own compositions. Joan loves playing cricket and swinging on the parallel bars. She swims and dances, and can discuss the latest Parliamentary debates and the records of leading sportsmen keenly and brightly. At night she knits, reads a novel, works out entries for newspaper competitions, makes up a scrap book or listens to the wireless. She knows her way round her accustomed rooms, and only needs to be guided when she goes to some place that is new to her.

Economic independence is one of the surest means of making a blind worker feel that he is a useful member of society. Melbourne's Institute pays its adult blind workers, from the time they begin industrial training, the country's basic wage. After three months, blind single men receive a minimum weekly wage (including the Commonwealth Invalid Pension) of £5/12/6 ($18.00) and married men £6/6/6 ($20.25) plus child endowment, free train and tram passes and (from the institute) free medical expenses, sick pay and wireless sets. If they wish they may live at one of the institute's hostels; but most of them prefer the greater independence of their own homes. To encourage this, married men who wish to acquire homes are given a loan of £300 ($960) interest-free, for periods of up to twenty years.

A blind man appreciates the privilege of electing one of his fellows to represent him. An elected welfare committee inquires into and reports to the Board of Management on cases of distress, complaints and ideas for improvements not only of the 125 men and women who work at broommaking, weaving, carpentry, matting, wickerwork or piano tuning, but also of forty-two blind workers in outside employment and those who are unable to work for a living.

Sport plays as big a part in their lives as it does in those of most sighted Australians. They have cricket, gymnasium and rowing clubs. Their "blue ribbon" sporting fixtures are the annual interstate cricket and soccer matches with blind teams from other states.

The man at the head of Victoria's Blind Institute, secretary and superintendent Mr. S. W. Hedger, has behind him two lifetimes of service to the blind. His father was for fifty-seven years manager of the New South Wales Institute, and young Hedger received his early experience in various positions under him. He has studied at several of the leading blind institutes in other parts of the world. He represented Australia at the International Conference on the Blind in London in 1914 and later during World War I was given leave from active service to demonstrate improved methods of training to blind soldiers at St. Dunstan's. Many members of the staffs of blind institutes elsewhere have studied under him.

Many morale-building aids have been introduced as the result of his constant endeavor to live up to his motto, "Light for the eyes if possible; light for the mind always." These include:

Replacement of long benches with small dining tables, furnished with tablecloths, flowers and table napkins, in dining room and factory canteen;

Initiation of sight-saving and prevention of blindness campaigns;

Establishment of special classes for myopic children in ordinary schools;

Inauguration of a wholesale grocery and tobacco store for blind workers;

Building of a large, attractive and well-equipped hall for dances, concerts and social evenings.

His future plans include a swimming pool, a new domestic building with two-bed bedrooms instead of dormitories, and surgical and dental rooms.

Melbourne's Blind Institute was founded in 1867, being the oldest institution of its kind in the world. Each year it spends more than £60,000 ($192,000) for the benefit of the blind people of Victoria. Of this amount approximately £14,500 ($44,800) goes toward the education and maintenance of the sixty-six blind children in the nursery and school, £15,000 ($48,000) goes in wages for the 125 blind workers in the factory, and £21,500 ($68,800) is spent in compassionate allowances for blind workers and those unable to work. The Blind Institute also distributes £9,000 ($28,800) annually in pensions for the blind on behalf of the Commonwealth Government.

Principal sources of revenue are the entertainments and appeals organized by 160 auxiliaries, one in every large or medium-sized town and in many small towns throughout the State, which totalled £17,000 ($54,400) in 1946-47. Some £8,000 ($25,600) is raised by the Blind Country Concert Party, which visits every town of any size in the state at least once a year, and the Blind Orchestra, which gives six-weekly concerts in the Melbourne Town Hall. Rent from hire of the Institute's Ormond Hall £1,000 ($3,200), private donations £22,000 ($70,400) and a Government subsidy £1,500 ($4,800) are the principal items making up the balance of revenue.

The institute also plays a part in the rehabilitation of the war-blinded, conducting an industrial training school for them by arrangement with the Commonwealth Repatriation Commission.

WORK FOR THE BLIND IN INDIA

S. C. ROY

Hesiod described Egypt as "the country of the blind" in view of the high incidence of blindness there. This description may, in some sense, also apply to India, where the number of the blind has been estimated at about 2,000,000 out of a total population of about 400,000,000. From the standpoint of percentage, this is, of course, less than that in Egypt; but 2,000,000 is a large figure and represents about one-third of the entire blind population of the world.

It should be observed that the census report of 1931 records the number of the blind in India (including Burma) as little over 600,000. The latest census of the Indian population was taken in 1941; but, unfortunately, this does not include statistics in regard to the blind. However, this census shows an increase in the general population of nearly 36,000,000 compared with the figure recorded in the 1931 returns. This rise in the general population, combined with the gradual swelling of the number of the blind in every decennial census report since 1901, leads one to the conclusion that the Indian blind population at present has reached a much higher figure than that shown in 1931. This conclusion is undoubtedly rebuttable if it can be demonstrated that the increase of blindness has been checked through prevention activities in the last decade. It must be admitted that some prevention work has been undertaken in different parts of India; but, considering the vastness of the country and its population, efforts in this direction have not been so widespread as to affect the number of the

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Mr. S. C. Roy is honorary secretary of the All-India Lighthouse for the Blind. He has been a professor at Loreto College, Calcutta and lecturer at Calcutta University.

blind appreciably. In any case, the two million figure, based as it may be on logical grounds, has not been recognized officially. It is, therefore, proposed to refer all statistical statements in the present article to the census report of 1931.

It is a sheer platitude to mention that work for the blind in India is in a very backward state. There is no nursery school for blind infants, although their number is about 15,000. There are about thirty schools for sightless boys and girls of school-going age—their number being about 50,000, of whom only about 1,000 are in school attendance. Very meagre arrangements have been made to provide training and employment facilities for blind adults who total approximately 550,000. There is no journal, either in print or braille, dealing with the needs and problems of sightless individuals, and library service for the blind is practically non-existent. No legislation has yet been enacted for the purpose of providing preferential and compensatory privileges for the Indian blind. The inevitable result is that the overwhelming majority of them have only two ways of subsistence open to them—either to live on the charity of their friends and relatives, or obtain a livelihood through mendicancy.

It is a very interesting point to observe in this connection that some passages in the old Sanskrit literature show that the social conditions of the blind were much better in ancient and medieval India. At the time when Greece, Egypt and a few other countries still adhered to the practice of annihilating blind and otherwise physically handicapped children because of their prospective social and military disabilities, a Sanskrit text stated that exemption from taxation should be granted to the "blind, deaf, dumb, and diseased persons as long as their infirmities last." (*Laws of Apastamba,* translated by George Buhler, Vol. II, Prashna II, Patala 10, Khanda 26, Verse 16, Page 163).

Again, a passage from another book written a few centuries B.C., runs somewhat as follows:

"Granting food, clothes and shelter, they (the kings) shall support those who are incapable of transacting legal business, namely, the blind, idiots, those immersed in vice, the incurably diseased, and so forth." (*Laws of Baudhayana,* translated by George Buhler, Prashna II, Adhyaya II, Khandika III, Verses 37 and 38, Page 230). It may be noted that both of these books were written several centuries before the Christian era.

The great Sanskrit epic, *The Mahabharata,* was composed according to some authorities in the second or third century B.C. A few passages in this work reveal the attitude towards the blind and other disabled persons in those days. For instance, a king was asked: "Do you treat, as father, your subjects who are afflicted with blindness, dumbness, lameness, and deformity, those without friends, and those who have become hermits?" (*The Mahabharata,* Sabhaparba, Chapter 5, Page 213).

It would be a valuable study to determine if this enlightened treatment of the blind in ancient and medieval India was a general practice or merely an ideal to be attained. It would also be useful to know why and how this generous attitude was replaced by indifference and neglect in modern times. The purpose of this article is not, however, to make a detailed statement of what has not been done for the Indian blind in modern times, but to point out what has been accomplished for them during the past eight years. This octennium may be characterized as the most productive period in the history of blind education in India, and a brief description of some progressive features during these years, in a more or less chronological order of their development, is presented in the following paragraphs:

An efficient and comprehensive program for the training of personnel in blind work has been considered indispensable in all advanced countries. Such a program was initiated in Great Britain in 1907 and in America in 1920. But there was no recognized service of this nature in India until 1940. In that year, a course for the purpose of training teachers and workers for the blind was inaugurated in the Teachers' Training Department of Calcutta University. This was the first time in the educational history of India that a subject of this type was incorporated into the curriculum of a university. The course is open only to college graduates and, during the past eight years, more than 100 men and women have received training in this field. This series of lectures is grouped under three main heads: (a) History of the Education of the Blind; (b) Psychology of Blindness; and (c) Methods of Teaching the Blind. Every candidate is required to take these three component parts of the course, and the acquisition of the ability to read and write Standard English Braille, Grade II and Bengali Braille is essential. So far, all those who have enrolled for this course, with one exception, have been sighted men and women.

A new institution, known as "All-India Lighthouse for the Blind," was established in Calcutta in 1941 on the initiative of the writer. Unlike the previously existing institutions for the blind in India, the chief purpose of this new organization is to promote the interests of the adult blind through appropriate programs of training and rehabilitation. The institution is still in its infancy, but it is hoped that it has had a good start and can confidently look forward to a great future.

An important step was taken by the Government of India in 1941 regarding the formulation of a uniform braille code for the Indian vernaculars. There are at least half a dozen braille systems prevalent in India—a few of them have been based on English braille and others have been devised to meet the alphabetical structures of the Indian languages. This multiplicity of braille codes is reminiscent of the "battle of types" which raged in Europe and America rather furiously for nearly a century. A committee, set up by the Government of India, has devised a uniform type, applicable to all the languages in the country; but it is too early to predict the workability of this new system on an all-India basis.

A new branch of St. Dunstan's was established in 1943 at Dehra Dun under the direction and guidance of Sir Clutha Mackenzie. This institution is intended to train and rehabilitate the blinded war veterans in India. Sir Clutha was also appointed a Special Officer in 1943 by the Government of India to draw up a report on civilian blindness in this country. In this work he was helped and guided by a joint committee set up by the Central Advisory Board of Education and the Central Advisory Board of Health.

It is very encouraging to note that two books and two dissertations concerning the blind in India were written during this period. The author of the first book, *The Visually Handicapped in India,* is Dr. R. M. Halder, the Assistant Educational Commissioner with the Government of India, and the author of the second book, entitled *The Blind in India and Abroad,* is the present writer. Dr. N. Mudalier, the head of the School for the Blind and Deaf, Mysore, wrote, in partial fulfillment of the requirements for the degree of Ed. D. at Teachers College, Columbia University, a dissertation on the future development of his school. The second thesis, written by Dr. R. M. Halder for the Ph. D. degree at Bombay University, pertains to society's responsibility for the blind in India. It may be remarked that these books and dissertations are new ventures in the education of the blind in this country, and it is hoped that many such researches and publications will be undertaken in the near future by others engaged in work for the blind in India.

In 1946, a new course of study, entitled, "The Problems of the Handicapped," was introduced as a part of the training programme for the students of the Tata Institute of Social Sciences, Bombay. The course includes discussions on eleven types of physically handicapped persons as well as the mentally deficient; and the problems of the blind occupy a conspicuous place in this course. It may be mentioned here that the Tata Institute of Social Sciences was founded in 1936 in order to provide scientific training to prospective workers in the various areas of social service. It is the only institution of its kind in India and offers a two and a half years' course to university graduates only, without any distinction of race, religion or sex. This is the only educational centre in India, where the above-mentioned course on the physically and the mentally handicapped is offered.

Effective from April of the current year, the Government of India has started a unit for the blind in its department of education in Delhi. It is very likely that this small unit will, in the course of time, develop into a full-fledged state department for the blind in this country.

The progressive features, reviewed very briefly in the foregoing paragraphs, lend support to the belief that India will make rapid headway in its work for the blind in years to come. The writer maintains the view that one of the surest tests of the moral quality of a particular civilization is its attitude towards the physically, mentally or socially handicapped; and India, although suffering from many temporary setbacks, will not fail in this test.

PLACEMENT PROCEDURE IN NEBRASKA

HARRY L. HINES

SINCE RADIO REPAIRING has become a new field of endeavor for the blind, the Nebraska Services for the Blind has had five men complete training at the Radio Engineering Institute in Omaha, Nebraska.

From the very beginning of the school, it has been the belief of the school and of this department that it would be advisable in every case possible to place the graduate of this school in business for himself. In order to overcome keen and established competition for business in the larger towns, and in order to get away from the problems of pick-up, delivery and other similar problems always present in the larger cities, we felt that it might be to the great advantage of the graduates of this school if they were placed in smaller towns, provided it would be possible for the graduate to obtain enough business to make it profitable for him to locate in the smaller towns.

Therefore, a survey was made of most of the towns of Nebraska whose population range was from 500 to 5000. This was done by mail. An effort was made to determine whether or not there was such a business in a town; if so, was it meeting the demand in a satisfactory manner, and if not, did the town believe that it could support such a business as radio repairing, and possible radio sales. In most instances it was found that there was a sufficiently great number of radio dealers to supply the need for such service. But in many instances, it was found that these smaller towns were in need of good radio repairmen. Therefore, as our clients came out of the school, they selected a group of towns in which they would rather locate; and then

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personal surveys were made in these towns, and that town selected which seemed to offer the best possible opportunity. Available space, living accommodations, etc., also had to be taken into consideration, which narrowed to some extent the selection to be made. All placements for the past year have been made in this way, and all have been most successful.

Before the client opens for business, service groups and newspapers are contacted so that they may know about the enterprise. Newspaper stories are prepared explaining all about the handicap and how it is overcome by special equipment and through training. In no instance have people questioned the facts that were presented to them, and in no instance have they failed to patronize the blind person because of his blindness, so far as we have been able to determine. It seems that proper education prior to the opening of the shop has overcome this.

Arrangements are also made with wholesalers of replacement parts for radios for the consignment of an original stocks of parts to the client. This original stock is amortized over a period of time in the following way: as new stock is purchased, the retail price is paid for the stock. The difference between the wholesale and the retail prices is applied to the original bill, and it is cared for in this way. We have had no difficulty in making these arrangements.

In no instance has one of our people been unable to support himself and his shop with his earnings from the very beginning of business, with one exception. This young man insisted upon entering business in a larger town, and it has taken quite a long time for him to build up his business and overcome typical large town problems, such as delivery service, etc. These have now been overcome, and the operator of the shop is doing fairly well, but not nearly so well as those located in the smaller areas of population.

We should like to mention here that we believe that in almost every instance it is sheer folly to try to place a blind radio repairman in an established radio repair shop as an employee of sighted men. This is due to several reasons. The first of these is the fact that the sighted radio man, knowing the complicated nature of radio, finds it almost impossible to believe that a blind man can do this work. However, if this is overcome, it is necessary for the operator of the shop under sighted supervision to completely arrange his shop for the convenience of the blind person, and such operators are usually loath to do this. Then, too, the blind person, of necessity, is slower at the individual operations necessary in the repairing of a radio, and this is to his disadvantage when working for a sighted person, unless the sighted man will recognize that because of the deliberate nature of the work of the blind man, and also because of his training, his work is more thorough than that of the average sighted technician. Most sighted people will not recognize this fact. Unless there is an unusually understanding person operating a shop where a blind radio man is to be placed, this type of placement must be avoided if the client is to be successful. In very few instances, if any, has this type of placement worked out successfully.

Because of training received in school, and because of conditions peculiar to the radio repair business, such as standard charges for each operation, etc., it is difficult to foresee a case in which the blind person could not operate his own business, so long as he proceeds conservatively.

Since our procedure in placing radio men in the above manner has worked out so successfully, we are now employing the same type of procedure in the placement of men in similar or other types of business enterprises. To date we have not had sufficient time to determine definitely that this method will prove successful in businesses other than radio. However, we have no reason to believe that a lack of success will be experienced.

BLINDNESS IN CHINA

On 28th July the Chinese Ambassador in London, Dr. Cheng Tien-Hsi, held a reception at the Embassy to mark the publication of the English edition of *Blindness in China: Report to the Government of China.* This neat and attractive volume of 140 pages has been produced under the joint auspices of St. Dunstan's and the War Organisation of the British Red Cross Society and the Order of St. John of Jerusalem, and is authorised by the government of China. The cost of production has been generously met by the Red Cross as a contribution towards blind welfare in China.

The report is the work of Lt.-Col. Sir Clutha Mackenzie and Dr. W. S. Flowers, who, at the request of the government of China, were nominated respectively by St. Dunstan's and the British Red Cross Society to investigate every aspect of blindness in China, with the "immediately practical and realistic aim" of (a) examining ways and means of training and benefiting the 1,500 war-blinded Chinese soldiers, (b) rehabilitating the existing blind welfare societies, and (c) providing a practical textbook on blind welfare for the guidance of government and welfare workers for a considerable time to come.

The authors have certainly achieved this final aim. Their report is a comprehensive survey of the subject, covering three special fields: the medical aspects of blindness and its prevention, the welfare of the blind with particular respect to employment, education and methods of organisation, and the special task of training Chinese blind soldiers; and is introduced by a sketch of the conditions of the blind in China under the old social order, set for comparison against a background summarising the evolution of blind welfare services in Europe and America. The arrangement of the report is excellent. Each chapter is, as it should be, a self-contained unit: "Extent of Blindness in China," "Causes of Blindness," "The Prevention of Blindness," "Principles and Policy of Blind Education in China," "Employment," and so on, and each chapter is subdivided into clearly headed and differentiated paragraphs. Recommendations follow the chapters as they proceed to build up the complete picture, and appendices give the itinerary followed, a list of the organisations inspected or consulted, a complete list of all organisations for the blind throughout China, and a table of Chinese braille codes. The report is truly "a practical textbook" on the subject, and its authors are to be warmly congratulated on the successful accomplishment of a most onerous task.

The report is so tightly packed with information that it is difficult in a brief review, to do justice to its scope and thoroughness. But mention of some of the salient points will illustrate these characteristics.

With regard to the extent of blindness in China, the report states that there are almost no reliable statistics on which to base conclusions, but on the slender evidence available estimates that there are probably two million blind in China, i.e., 0.45 per cent of the total population, and suggests that this may be an underestimate. The authors could

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Although a brief review of "Blindness in China" was printed in the October issue of the *Outlook*, the subject and the report itself seem important enough to justify reprinting the accompanying review which appeared in the September issue of *The New Beacon.*

find no evidence of an increase in blindness during recent years, though they noted that there were sharp rises in the incidence of keratomalacia during times of famine, flood or war and corresponding decreases in periods of prosperity.

On the subject of causes, the report says that "it would appear that inflammatory diseases of the conjunctiva and cornea, including trachoma, with their complications and sequelae, rank of major importance. Other prominent causes are the eye complications of acute infectious diseases, such as smallpox, measles, and meningococcal meningitis, occurring in childhood, deficiency diseases, such as keratomalacia, venereal diseases, and glaucoma and cataract."

"These specific causes may vary from province to province, and from year to year, dependent on climatic conditions, on prosperity or famine affecting the population, on war or peace reigning, and on the prevalence of epidemics. It is not easy, however, to marshal these generalisations into precise statistics to cover so vast a country as China. This land is subject to great variations in climate and amazing fluctuations in its harvests. The surveys on which we are mainly dependent for our evidence cover hospital out-patients in particular centres made by busy ophthalmologists. Valuable and reliable as these are, they tell us only part of the story, and cover only a short span of time."

The authors, while discussing in detail the diseases responsible for the high incidence of blindness, look beyond to what they regard as even more important, the indirect causes. They set out the following table:

Direct Causes	*Indirect Causes*
(1) Smallpox	Lack of vaccination
(2) Trachoma	Poverty, dirt, low standard of hygiene
(3 Ophthalmia neonatorum	
(4) Phlyctenular conjunctivitis	Inadequately trained midwives
(5) Keratomalacia	Poverty, low standard of living
(6) Ulcerative keratitis	Deficiencies of diet
(7) Muco-purulent conjunctivitis	Ignorance, poverty, poor hygiene, low standard of living

They stress the necessity for the attack upon the vast incidence of blindness being directed not only against the diseases of the eye as such, but against the fundamental causes of the diseases—ignorance, poverty and its attendant low standards of hygiene and sanitation, bad ventilation and diet deficiencies.

The report gives an interesting account of the lives of the blind under the old Chinese order. Outstanding blind men have reached greatness in literature, philosophy and music, and have left their record on the pages of history—Ssu Sang Ming, one of the four instructors who directed Confucius's steps on the paths of learning, Tzu Hsia, one of Confucius's principal pupils and recorder of much of his teachings, Tso Chiu, an official and historian of the Chow Dynasty, Shih K'uang, inspirer, adviser and musician to Confucius and Lu T'ai-i, fortune-teller of the Han Dynasty, who exerted a wide influence on the events of his day, and is still regarded as the father of fortune-tellers.

The blind, apparently, form the backbone of the fortune-tellers of China today and are generally strongly preferred to their seeing competitors. They are a familiar sight in their cubicles on the streets or at fairs. Story-telling is another traditional blind occupation, but probably music has been the main employment of the Chinese blind, both as virtuosos and as members of bands which play and sing at festivals in the home and in tea shops and restaurants. Other old-time occupations have been street-hawking, pumping water in mines, grinding grain, irrigating the fields and carrying coal.

The investigators found that there were guilds among the blind and charities of ancient foundation giving service to the blind, which had about them the right spirit —the development of employment—and an appreciable degree of vigour. Blind welfare might, therefore, be said to have had a place, if a limited one, under the old Chinese way of life. The capacity of the blind to give service and their traditional claims to particular occupations were recognised. Enlightened people might be disposed to condemn fortune-telling out of hand as an improper occupation, but the social practice of resorting to those who specialise in prognostication still holds a strong place in Chinese life. The report, therefore, suggests that, in this connection, no precipitate action should be taken. To prohibit fortune-telling suddenly by legislation would, unless adequate alternative employment is provided, deprive many thousands of blind people of their means of livelihood. The practice, the report recommends, should be outlawed by the sounder process of public education.

In a land where marriage, bearing male children and serving the needs of the menfolk is women's *raison d'etre,* the lot of blind women and girls, the report believes, is a hard one. Most of them sit about in neglected idleness, though some join in household tasks, a few become fortune-tellers and musicians, while they appear, too, in the ranks of the beggars.

The old family system of China is the real safeguard of the blind, and the family can generally be relied on to provide for the support of any blind member of it. The poverty of the masses, however, is apt to be so great that this aid can be ill afforded.

Altogether the whole picture of the blind in China under the old social order is not quite so dark as might have been expected. It has its own methods of taking care of its sightless citizens. The present task is to see in what way these methods can be improved.

Turning to the history of modern blind welfare, dating from the foundation of the excellent Hill Murray Institute in Peiping in 1874, the report furnishes in the appendix mentioned a list of 56 establishments, comprising 35 organised by foreign missions, 12 run by voluntary committees without religious affiliations, and nine (including three blinded soldiers' hostels) run by the government. Although several of these serve more than one purpose, 35 are classed as mainly educational, nine as homes, ten as specialising in industries and handicrafts, and two as associations devoted to blind welfare. The number of blind men, women and children said to be receiving direct service from the foregoing organisations is 3,763, representing only 0.18 per cent of the estimated blind population.

The report pays a warm tribute to the pioneer work carried out by these organisations in the face of many difficulties. They have helped to demonstrate the great capacities of the Chinese blind and have paved the way for wider developments. The authors of the report comment upon certain shortcomings, but hesitate to say to what extent these may be due to the policy of the schools in question or how much to the disruptions of war. In common with many pioneer schools in other parts of the world at a similar stage of development, the account which the Chinese schools gave of the employment position among ex-pupils was not particularly satisfactory. A significant commentary on this point is offered in the list of schools and societies for the blind throughout China, the purpose of one of which is described as a "home for jobless graduates."

The Chinese conception that scholars are superior to others in that they use only their minds, not their hands, is traditional. Accordingly, once blind children have embarked seriously upon a braille literary education, they develop a bias against manual occupations. But, in the higher educational field the Chinese blind are handicapped by the lack of braille literature and the mechanical facilities which assist the western blind in professional, administrative and clerical employments. The report therefore stresses the imperative need for the weaker schools, if they are to gain the confidence of the government, the public and the blind themselves, to succeed in placing larger numbers of their ex-trainees in permanent employment.

The report, answering the government's request for recommendations, which should be simple, direct and practicable in their application under current circumstances, sets out its major recommendation as follows:

"That concentration of effort in the period immediately ahead should be upon preparing for and placing in employment the largest possible number of the physically and mentally normal children and adults who lose their sight between birth and the age of 35 years.

"This age group must number not less than half a million. It is possible that 20 per cent will fail to come within the required provision 'physically and mentally normal', and this still leaves the estimate at the substantial figure of 400,000. This does not imply the deliberate neglect of the rest of the blind. Today only about 3,000 blind are in the process of receiving modern blind welfare service, and, during the building-up stage, many must, as now, remain under the old social order or under such conditions as an advance in the general social circumstances of the country bring about. Some have to be passed over in the meantime. We recommend that those from whom the quickest and most satisfactory response is to be expected should be the first to receive service. It will be noted that employment is the single outstanding aim. Practical considerations demand that this should be so and that education should be regarded as a means—the principal means—to that end. (In the evolution of blind welfare throughout the world we have at times educated too many of the blind in such a manner that no job has been available for them at the end of their education; and their last state is apt to be worse than their first.) We believe that concentration on this major aim will bring about the all-round betterment of the blind, individually and as a group, more quickly and more effectively than a diffusion of effort over the whole range of welfare services. The age group stipulated, 0 to 35, may, perhaps, give rise to the enquiry, why not make full provision for blind children before beginning on those who lose their sight after school age? There are two very strong reasons; the losers of sight in the 15 to 35 age group give us our most vigorous and successful blind people; and their training period is also very short. The second is that the association of the older group with those who have lost sight as children has a broadening, mellowing effect upon the latter, whose outlook is inclined to be rather restricted. Economically, too, the older are in grave need of employment.

As to the organisation of blind welfare throughout China, the report recommends the setting up, in association with the Ministry of Social Affairs, of a Chinese Council on Blind Welfare as the responsible body for building up and administering services to the blind stage by stage.

"The special function of the Chinese Council is to act in the several capacities of an advisory council to the central and provincial governments, as a clearing-house for all matters pertaining to blindness, as the driving force behind effort throughout China, as an executive body, itself administering a number of welfare services, and as the trusted agent of the state, the philanthropic public, and the blind people themselves.

"Provincial councils should be created in the immediate future. It appears to be important that both the authorities in a province and its leading citizens should participate in a task of this kind if this task is to have the public interest so necessary for its success."

The report is strong upon the point that the best results in modern blind welfare have only been and can only be achieved by close partnership in which government and public share.

The authors of the report recommend that, pending the return of the prosperous times which will permit of making a wide blind welfare scheme possible, there should be a limited objective. This objective embraces the setting up of a headquarters administration, a central braille printing house and a central braille library, and the conversion of existing establishments or the erection of new ones to provide a primary school, a senior school and a workshop. The aim is, of course, that these should be modern model units, keyed to the Chinese economic, industrial and social background and acting also as training centres for blind welfare workers. With these units in full and effective running order as the foundation, the further departments of blind welfare could be gradually added.

"It is not suggested," says the report, "that the forty or fifty societies for the blind which have done such valuable work in China for many years should be disrupted; on the contrary, they should be asked to continue and to expand their efforts. Several of them have said that they will warmly welcome this report as laying down consistent lines of action."

The investigators were unable to discover how many of the seven or eight braille codes, designed at one time or another for different parts of China, were still in use. The Ministry of Education named four. Union Mandarin and Cantonese codes appeared, however, to be those in most common use. The latter, with 63 symbols, maintains international phonetic values wherever possible. Union Mandarin, with 54 signs, retains international phonetic values for only M, N and P. An overhaul of this code seems desirable also because, some years after it was designed, a brief alphabet of phonetic symbols for sighted people was invented, and coordination of the two would be helpful.

The report recommends that "before any extensive braille printing is done, the whole question of a standard Chinese braille code should be studied carefully in order to design the best possible braille in accordance with the following three objectives:

"(a) To keep Chinese within the international braille system of the world on the 'same-sound/same-sign' principle;

"(b) To bring about one single standard Chinese code for the whole of China; and

"(c) To bring the code as far as practicable into line with the equivalent simple arrangement of sound symbols for sighted Chinese."

Sir Clutha Mackenzie and Dr. Flowers were asked to advise particularly on the methods to be adopted in the training and resettlement of Chinese blinded soldiers, and a special section is devoted to this. 1,413 men were distributed between three blind soldiers' hostels in remote parts of the country. One of these, Wu-t'ung-Ch'iao, Szechuan, with 484 men, was visited. The report recommends that the men should be given immediate training in practical handicrafts of a type for which a local market exists. It questions the value of instructing more or less illiterate men in braille, particularly in the absence of a literature in embossed type. The British Red Cross and St. John, it states, have offered a substantial contribution towards the cost of this training, subject to the government's acceptance of the recommendations and to its making suitable arrangements.

We can truly say that this report marks an epoch in the progress of blind welfare in a great country. The Chinese traditional way of caring for its sightless has been continuing alongside the pioneering of newer methods by missions and other voluntary societies. Within limits set by custom, war and financial straits, both have served the blind well; but, as experience and the vastness of the task have shown, circumstances now call for effort on a wide national basis, in which the virtues of the old and new are brought together, and for the carrying out of which all the resources of state, private philanthropy and public goodwill must be marshalled.

The immensity of the problems involved call for all aid, and the West must answer the call of the East. This report is proof that it is doing so, and several further developments which have taken place since the report was prepared are outlined in a Foreword. Limitations imposed by their charters prevent St. Dunstan's and the War Organisation of the British Red Cross Society and Order of St. John taking an active part in civilian blind welfare in China, though each can give certain limited forms of help, but a lead has been given by the National Institute for the Blind, "which has for nearly a century contributed to the building-up of blind welfare in many parts of the world," in setting up in London a liaison committee on Blindness in China. Its objects are to secure that British assistance is given in the most useful form, and to respond to the best of its capacity to such requests as may come to it from China.

THE DEAF-BLIND, AN ANALYSIS

AMELIA LEE KELLEY

"You move like phantoms in a world apart,
in loneliness of spirit and of heart. . . ."

Much is written concerning the deaf-blind by the social worker, the home teacher and the other "authorities" both blind and sighted, many of whom do not seem to have a very clear understanding of their subjects. This is natural. Only those who have shared a common experience, who have suffered similar losses, can fully understand each other, can know the emotional reactions, the needs and problems peculiar to their own particular group of handicapped. With the deaf-blind, these needs and problems are complex and manifold. They may vary according to individual temperament, physical condition, social and economic status, yet remain fundamentally the same.

The deaf-blind may be divided into three groups:

(1) Those who were born deaf and blind or who acquired both handicaps during childhood or in early years
(2) Those to whom they came in middle years
(3) The aged who have suffered loss of sight and hearing in the natural course of time.

Of these three groups, the members of the second are, I believe, the ones who stand the most urgently in need of practical help and understanding, who face the most difficult task of readjustment. As this is the group in which I find myself at 40-odd, I know from bitter experience that such readjustments are not made easily or in a few weeks' time. The process of change is slow, painful and all too

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Reprinted from the October issue of the Home Teacher.

Miss Amelia Lee Kelley, whose hearing loss occurred while she was still a child, lost her sight about three years ago.

often humiliating. The speed and completeness with which such readjustments are made depends to a great extent on the character of the individual, on the amount of moral backbone and emotional stability he possesses, although they may often be governed by other factors.

Man's horror of blindness, of never-ending darkness, is as inherent as his fear of extinction. When the average adult human finds himself plunged into a world not only of perpetual blackness but of utter silence, the effect on his morale cannot very well be other than devastating. His thoughts and emotions are in chaos. For a time, at least, he loses all sense of direction, of proportion. If left to his own devices, he will inevitably deteriorate mentally and physically. Therefore, every effort should be made to reach and rescue such individuals with as little delay as possible.

The first step toward the restoration of their equilibrium is to persuade them to learn braille, and so bridge the gulf that lies between them and the normal world they have known and lost. That is where the home teacher enters the picture. The role she plays is of paramount importance, and may directly affect the courses of many of these broken lives.

Her task may not always prove to be an easy one. She will need intelligence, tact, and an unlimited supply of patience if she is to succeed in her efforts to help these victims of a double handicap. She will have to cope in many cases with hyper-sensitiveness, with discouragement and with a stubborn unwillingness to cooperate, to adopt new ways of thought and living. . . . No intelligent teacher ever makes the mistake of showing tears, literally or figuratively, over her pupil's plight. Too much sympathy can be as great a handicap to him as his deafness or blindness, and, in most cases, he not only will not want it, but will actively resent it if it is offered. On the other hand, he occasionally displays a distinct tendency (often, I have noticed, exhibited by the hearing blind as well) to capitalize on his handicaps at the expense of those about him—a tendency that is unjustifiable and anything but admirable. The handicapped should neither want nor expect unnecessary concessions from the normal, who, in many instances may actually be less well-situated than themselves.

The average deaf-blind adult is likely to be decidedly egocentric. This is the natural outgrowth of his aural and visual losses. Having at best a very imperfect liaison with those about him, he is engrossed, for the most part, in his own affairs by his personal needs and problems, his frustrated desires and ambitions. In the majority of cases he cherishes a robust inferiority complex, engendered by his handicaps and nurtured by the slights, real or fancied, meted out to him by the world in general.

Deafness alone is more of an *inconvenience* than anything else. Blindness alone is not necessarily an overwhelming tragedy. When taken in the proper spirit it is still possible for us victims to know a full and happy life. The blind of today are proving this to an amazing extent. When deafness and blindness are merged, however, the combination is formidable and is one that can never be wholly surmounted.

I was twelve years old when I lost my hearing, but I continued to lead a fairly normal life and to take an active part in what went on about me. I had to forego certain things, of course, but these were surprisingly few. With the advent of blindness, however, my mode of life underwent a radical change. It seemed that every door and window in my "house of life" had been closed and shuttered and that I was fated to grope and stumble in its dark and silent rooms alone for the rest of my days. For a time I drifted aimlessly, gripped by mental and physical inertia. Eventually my brain almost ceased to function for lack of material on which to feed itself. After a lifetime of reading with my eyes, the idea of reading with my fingers was not an alluring one, but I finally consented to study braille.

Once I had mastered it, my lines of communication with the outer world were restored, up to a certain point. I was able to read again, to see with my mental eyes, to think . . . .

One of the worst features of deaf-blindness is the isolation it imposes upon its victims—for the deaf-blind are isolated as are few other human beings. This is not a purely physical thing. It is an isolation of the spirit as well, which nothing can reach or dispel. Those who are imaginative and gregarious by nature feel this aloneness more keenly than do their more stolid self-sufficient fellows, but all chafe and suffer under it. Man does not live by bread alone and the deaf-blind do not differ in this respect from their fellow-humans. It is not hard to provide for their creature comforts. They need moral support and spiritual guidance. A hand in the darkness, a voice in the silence, help them to broaden their contacts, to think of the world that lies beyond the cramped circle which binds them in—to live, not merely to exist.

EARTHY TALK ON A MARINE SUBJECT

Outboard Motors and How to Make Them Run. By Harry W. Paine, 421 Washington Avenue, Oneida, New York. 57 pp., $1.00

If this reviewer had had sufficient time, he would have put this pamphlet into braille and sent it for review to Morris Strong in Michigan. For while Mr. Paine repairs motors without sight, Mr. Strong repairs them with neither sight nor hearing. The reviewer doesn't repair them at all.

Subtitled "Instructions for the Amateur," the booklet pretty generally reads like the shop-talk of a man who loves his work and has a good audience. The language is straightforward and, at times, almost colloquial. The author does not let syntax slow him down but plunges ahead with his subject. If an anecdote about a peculiar repair job seems timely, he tells it, and the reader shares the surprise he felt when he finally located the difficulty.

There are ten photo-offset sketches at the center of the book, but since this fact was not discovered until page 26, it was interesting to note the reactions of a seeing reader to a technical book without photographs and pictures. Had a motor been available—as it will be to the people who buy the book—the lack of pictures would scarcely have been noticed. Except for the use of a buzzer instead of the more conventional light in the "electrical tester" he describes, there is no hint that Mr. Paine is visually handicapped. In fact, he gives visual as well as other types of data.

The printer employs a dash between numbers to indicate fractions, and on page 23 a drill size is printed as 3.16 when three-sixteenths was intended, but since the part to be drilled was only an inch and an eighth in diameter, this will probably not upset anyone. Some of the theory could have been more clearly put, and if there are any errors in method, the reviewer is not qualified to say. Quite obviously, however, Mr. Paine *can* fix outboard motors.

There should be many instances in which this book on outboard motors could serve as a good case work tool.

—Charles G. Ritter

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COURSES FOR TEACHERS OF THE BLIND

UNIVERSITY OF WISCONSIN

The Committee on Child Development of the University of Wisconsin, in cooperation with the American Foundation for the Blind, for the sixth consecutive year, is including special training for teachers of the blind in its summer program. The following courses will be offered:

Special Techniques and Appliances Used in Teaching the Blind: Ed. 142. Mastery of Standard English Braille Grade 2, operation and care of the braille writer, use of the Taylor and Brannan arithmetic slates, the Talking Book, square handwriting, writing boards and grilles, braille maps, models and specimens. Five class hours a week. 2-3 credits. Jennette Maris and P. C. Potts.

Methods and Materials in the Education of the Blind in the Elementary Grades: Ed. 150. Methods which have been adapted or devised for the more efficient instruction of blind pupils in oral and silent reading, writing, spelling, dramatic arts, arithmetic, geography, nature study, health, typing, music, modeling, manual training and home economics. Five class hours a week. 3 credits. P. C. Potts.

Advanced Problems in the Education of the Blind: Ed. 148. For advanced students. A study of research and the development of methods for conducting research in this area; evaluation of newer methods of teaching the blind; methods of evaluating educational outcomes; methods of introducing new curricula; study of personality and adjustment problems; and evaluation of various types of guidance. Students will make intensive studies of specially selected topics. Five class hours a week. 3 credits. P. C. Potts.

Other courses to be offered which would be helpful to special teachers include: "Nature of the Exceptional Child", "Correction of Speech Disorders", "Diagnosis of Scholarship and Behavior Difficulties", and "Principles and Practises of Guidance". All of the courses mentioned may be taken for graduate credit, but are open also to qualified undergraduates.

Registration is on June 24 and 25, and the eight-week session extends from June 27 to August 19. Preliminary arrangements should be made as soon as possible because the enrollment seriously overtaxes lodging facilities. Communications in regard to courses should be sent to Dr. P. C. Potts, Assistant Director, American Foundation for the Blind; those in regard to lodging to the Director of Residence Halls, Chadbourne Hall, Madison 6; and those in regard to other matters to Dr. Ira C. Davis, Chairman, Department of Education, University of Wisconsin.

UNIVERSITY OF WASHINGTON

The College of Education of the University of Washington in cooperation with the American Foundation for the Blind will offer for the sixth consecutive year a group of courses for teachers of the blind in its summer session program. This highly individualized work will be conducted by a special staff in an intensive four-week session beginning Monday, July 25. Arrangements for this training program were made in consultation with Mrs. Gwen Hardin, supervisor of the Division for the Blind, State Department of Social Security; Dr. Francis F. Powers, Dean of the College of Education and

Mrs. Pearl A. Wanamaker, State Superintendent of Public Instruction.

The following courses will be offered:

Eye Conditions and Hygiene: Ed. 144Bb, two quarter credits. Purman Dorman, M.D. Structure, function and hygiene of the eye; study of refractive errors, common eye diseases, normal and abnormal changes occurring within eyes, including the more frequent causes of blindness.

Methods of Teaching the Blind: Ed. 144Ab, four quarter credits. Berthold Lowenfeld, Ph.D. Programs, principles and methods in the education of blind children based on a consideration of their needs and of the psychological effects of blindness.

Psychological Aspects of Visual Defects: Ed. 138Ab, two quarter credits. Berthold Lowenfeld, Ph.D. A discussion of the psychological effects of blindness on the individual and his environment. Adjustment to sudden and slowly developing blindness will be considered as well as the person born blind.

There are many other courses in the summer quarter which should be interesting to teachers of the blind, including courses in Methods of Teaching, Learning Processes of Handicapped Children, Mental Hygiene, Child Study, Health Education, Principles of Guidance, etc. The summer program of the university is under the motto of "Summer School where Summer's Cool." Information may be obtained either from Dr. Francis F. Powers, Dean, College of Education, University of Washington, Seattle 5, Washington or from Dr. Berthold Lowenfeld, Director of Educational Research, American Foundation for the Blind, 15 West 16th Street, New York 11, New York.

HAMPTON INSTITUTE

The eleventh consecutive summer school for Negro teachers of the blind and the deaf will be held at Hampton Institute from June 20 to August 20. This training program is a cooperative project of the American Foundation for the Blind and Hampton Institute. It is under the direction of Dr. P. C. Potts, assistant director of the Foundation, and Professor William M. Cooper, Dean of Summer Study, at Hampton, assisted by Dr. Powrie Vaux Doctor, professor of English and history at Gallaudet College. Other instructors are Miss Georgie Lee Abel, principal of the Iowa School for the Blind, Prof. Elizabeth Benson, of Gallaudet College; Mr. Joseph P. Youngs, demonstration teacher at the Kendall School, Washington, D. C.; and Mrs. Effie Whitaker of the North Carolina School for the Deaf, Raleigh, N. C. The special courses to be offered this summer include: The Atypical Child, Teaching Methods for the Blind in Upper Elementary Grades, Special Techniques and Appliances Used in Teaching the Blind, Advanced Problems in the Education of the Blind, Differential and Developmental Psychology, the Language of Signs and the Manual Alphabet, Speech, Curricular Training, Audio-Visual Aids, Workshops I and II for Teachers of the Deaf and a Seminar for Teachers of the Deaf. Other courses to be offered which would be interesting to teachers of special education are: The Arts in Therapy, Problems in Educational Research, Psychological Problems of the Teacher, Advanced Speech Problems, Techniques of Guidance, Child and Adolescent Psychology, and Personal Health Problems of the Teacher and her Pupils. An observation and demonstration class of special pupils will be conducted, and training will be offered for deaf teachers of the deaf. This school has become the largest summer training center for teachers of the blind and for teachers of the deaf in the country and an increased enrollment is anticipated. Information in regard to courses may be obtained from Dr. Potts; that in regard to living accommodations and expenses from Mr. Cooper.

NOTES FROM THE FOUNDATION LIBRARY

The items mentioned on this page may be borrowed without charge from the Reference Lending Library of the American Foundation for the Blind

"Retrolental Fibroplasia in Premature Infants" by William Councilman Owens and Ella Uhler Owens is found in *Transactions, American Academy of Ophthalmology and Otolaryngology,* September-October, 1948. For this study, examinations were made of 120 children born between 1925 and 1944 whose birth weight was 4½ pounds or less. In this group no cases of retrolental fibroplasia were found. Examinations were also made of 214 children born between 1945 and 1947 weighing 4½ pounds or less at birth. None of them had retrolental fibroplasia at birth. One hundred and eleven of these children were followed for six months or more, and five cases of retrolental fibroplasia developed in this group. The article also contains data on the development of retrolental fibroplasia in nine premature infants.

"Finger Painting for the Blind" by Peter J. Napoli and William W. Harris is found in the *Journal of Psychology* for January, 1948. The article concludes: Present agency-sponsored arts and crafts programs for the visually handicapped do not recognize the need for psychotherapeutic concomitants in a recreational program. Not recognizing these needs, no attempt is made to fulfill them. Finger painting used as an expressive technique in a recreational program allows for graphic projection of these needs. The mental catharsis with its accompanying cathexis experienced through finger painting is apparent as serving the purpose of the release of these emotional tensions and hostilities.

Sir Ian Fraser, M.P. and Chairman of St. Dunstan's in England, in the article "Employment of the Disabled" in *Occupational Therapy and Rehabilitation* for December, 1948 discusses the so-called Tomlinson Report now under discussion in England.

"Problems in the Supervision of Vending Stands for the Blind" by J. D. Paulk is included in the *Journal of Rehabilitation* for December, 1948. The author considers the objectives of supervision of vending stands for the blind and discusses the qualities a supervisor must strive to develop in each manager. Various problems encountered are illustrated through actual case reports.

"Birding by Ear" by Edwin Way Teale is included in *Audubon Magazine* for November-December, 1948. This is the story of Clarence Hawkes, blind naturalist and author of Hadley, Massachusetts. There are many photographs taken by the author.

"Rigidity in the Deaf and the Blind" by Helton McAndrew appears in *The Journal of Social Issues* for Fall, 1948. The author concludes that "all of the data suggest that the deaf and the blind have smaller life spaces than the normal, being partially isolated from the objective environments in which they live by the barrier qualities of their handicaps; and that they therefore develop less differentiated and more rigid personalities."

Advances in Military Medicine, edited by E. C. Andrus, *et al.,* and published by Little, Brown & Co., 1948, contains Chapter LIV, "Sensory Devices" by George W. Corner. In outlining the experimental program of the Committee on Sensory Devices, subjects are discussed such as Applied Psychology; The Reading Device; Guidance Devices; Optical Devices for Reduced Visual Acuity; and Sound Recording for the Blind.

NEWS AND VIEWS OF THE A. A. W. B.

Edited by ALFRED ALLEN, *Secretary-General*

PLANS ARE GOING forward for the Twenty-third Convention of your Association, to be held at the Hotel Statler, Boston, Massachusetts, opening at 8:00 P.M., on Monday, July 18, and continuing through to noon on Friday, July 22. It is forty years since our last meeting in Boston, and your Board of Directors wants you to be with us to help make this our most successful meeting. I shall be pleased to furnish hotel reservation cards to you, your friends and co-workers upon request, whether they are members of the Association or not (although your Directors hope you will support the efforts of your Membership Committee by personally enlisting at least one new member before our convention meets). Mail your reservation card soon. It requires no postage unless you live outside the United States.

Your Program Committee is hard at work on a program which, while as yet in the formative stages, includes for general session discussion the following topics:

Tuesday morning, July 19
  Problems in the Coordination of Public Assistance
  Philosophy and the Practices of Rehabilitation
  Areas of Possible Future Participation in Work for the Blind

Wednesday morning, July 20
  Blind Persons in the Professions

Thursday morning, July 21
  Psychological Aspects of Blindness

Friday morning, July 22
  Measurement of Progress in
    The United States
    Canada

Sectional Meetings are scheduled as follows:

Tuesday afternoon, July 19
  GROUP A—Workshops
    For election only (Board Member for 4 years; Chairman, 2 years; Secretary, 2 years)
  GROUP B—Rehabilitation Specialists
    Including full election (Board Member for 4 years; Chairman, 2 years; Secretary, 2 years)
  GROUP H—Librarians and Publishers
    Including election of Chairman for 2 years; Secretary, 2 years

Tuesday evening
  GROUP C—Home Teachers
    Including full election (Board Member, 4 years; Chairman, 2 years; Secretary, 2 years)
  GROUP D—Lay and non-professional
    Including full election (Board Member, 4 years; Chairman, 2 years; Secretary, 2 years)

Wednesday afternoon, July 20
  GROUP A—Workshops
  GROUP G—Schools
    Including election of Chairman, 2 years; Secretary, 2 years

Thursday afternoon, July 21
  GROUP B—Rehabilitation Specialists
  GROUP F—National Agencies
    Election of Chairman, 2 years; Secretary, 2 years

Thursday evening

Group C—Home Teachers

Group E—State Executives

Including election of Chairman, 2 years; Secretary, 2 years

Wednesday evening, July 20, will bring a Convention highlight—the presentation of the Shotwell Memorial Award for distinguished service to the blind. The Award for 1949 goes to Mr. J. F. Clunk, Chief, Services for the Blind, Office of Vocational Rehabilitation, Washington, D. C. The election of officers to serve you until 1951 will occur on Thursday morning, July 21, and the new officers and board members will be installed just before adjournment.

You will also be asked to vote upon a proposed Constitutional Amendment, as covered in the enclosed notice.

Plan to be with us. Get your friends and associates to come.

NOTICE OF PROPOSED CHANGE IN CONSTITUTION

In order effectively to utilize the advice and experience of each retiring President, your Board believes it desirable to provide for his membership on the Board of Directors for a two-year period, thus increasing the Board by one member. To accomplish this, it will offer for your consideration the following change in the Constitution, to be voted upon at Boston. (The changes in wording are as underscored.)

CONSTITUTION

ARTICLE V

Section 1. There shall be vested in the Board of *fourteen* (thirteen) Directors the authority to govern this Association by directing its policies and operations in all matters relating to the purpose for which it has been formed.

Section 2. The Board of Directors shall be composed of the elected officers of the Association, *the immediately surviving Past President of the Association,* and one member from each of the eight groups set forth in Article III, section 2 hereof, who shall serve for four years, except that the Directors elected from the groups set forth in Article III, Section 2, Sub-sections a through d, shall be continued for two years, with all subsequent elections for a term of four years, and all Directors elected from the groups set forth in Article III, Section 2, Sub-sections e through h, shall be elected for four years, and all subsequent elections under Article III, Section 2 hereof, shall be for a term of four years. Each group shall elect its own Director at the meeting at which the term of its Director expires. The terms of all Directors shall begin at the conclusion of business on the last day of the meeting at which they are elected.

DIRECTORY CHANGES

Page 7—American Association of Instructors of the Blind. Francis M. Andrews is president for the 1948-50 biennium.

Page 7—American Association of Workers for the Blind. Dr. Francis J. Cummings is now president instead of J. Robert Atkinson.

Page 13—The new address of the National Federation of the Blind is 2652 Shasta Road, Berkeley, California.

Page 21—Arkansas State Department of Public Welfare. Marvin C. Crittenden is the new director in place of A. L. Bell.

Page 31—Georgia State Department of Public Welfare. J. M. Forrester is now director in place of A. J. Hartley.

Page 102—West Virginia Schools for Deaf and Blind, Romney, West Virginia. Mr. Seldon W. Brannon is the new principal in place of Mr. R. M. Golladay.

THOMAS C. HASBROOK: DISTINGUISHED CITIZEN

"Here destiny meets one of its own stature, who seizing it by the throat, and who is at savage grips with it all night till dawn . . . one who out of his wretchedness has created a richness, out of his infirmity has created the magic wand that opens the rock."

Thomas C. Hasbrook, public relations representative for Eli Lilly & Company of Indianapolis, Indiana, has been chosen one of the nation's "Ten Outstanding Young Men of 1948" by the United States Junior Chamber of Commerce. A native of Indiana, this twenty-year-old blinded veteran of World War II has a record of achievement that would place him, automatically on the list of distinguished citizens, whether publicly proclaimed or not.

Born in Fort Wayne, Indiana, Mr. Hasbrook received his elementary and high school education in the public schools of Indiana and Illinois. He was graduated from the School of Business Administration of Indiana University with a B.S. degree in merchandising. He earned about half his college expenses working as packager with National Biscuit Company, wholsale milk saleman and driver, department store clerk and attendant at a Gasateria service station.

In January, 1942 he began his employment with the Eli Lilly Company, first working in the service department and then in the blood plasma processing department. In September, 1942 he enlisted in the U.S.M.C.R. and was called to active duty in November of that year at Quantico, Virginia. Ten weeks later he was commissioned a second lieutenant, shortly after which he married his college sweetheart, Mary Jane Thompson. He then went on duty with the Fleet Marine Forces at Camp LeJeune as an instructor in the Combat Conditioning and Infiltration Course. On January 7, 1944, while making a safety inspection prior to the training run, Hasbrook was totally blinded by the explosion of a land mine.

Barely six months after his loss of sight, Hasbrook reported back to work at the Eli Lilly Company as an assistant secretary in the biological division of the Research laboratories which job he held for eighteen months. Then for a year he did a stint as a disc jockey and public address announcer for the Lilly P.S. system, and in between times, assisted in the adaptation of a comptometer for touch reading. In January of 1946 Hasbrook became a reporter and columnist on *The Lilly Review,* later becoming the assistant editor whose additional responsibility was to make statewide talks to groups on the subjects of "Re-Employing the Handicapped" and "Human Relations in Industry."

In July, 1947, Hasbrook was made public relations representative for Lilly's. This assignment includes the development of employee information posters for which he develops the general idea, writes the copy, selects the pictures and suggests the layouts. In his spare time, Hasbrook works on a committee to secure blood donors for veteran's hospitals, helps to raise funds for emergencies and makes public speeches for worthy civic causes. He is an active member of the Lilly duplicate bridge league.

Hasbrook has long been a member of the B.V.A., organizing the Indiana Regional Group and traveling throughout the state at his own expense to talk with non-working disabled veterans and stimulating employers to hire them. In September, 1947 he was elected to the board of directors of the B.V.A., and in September, 1948 was unanimously elected its president.

Mr Hasbrook presently lives in Indianapolis. He lists as his family his wife, one daughter, two sons, and a Seeing Eye dog. He is an active member of the Indiana University Alumni Club, Kappa Sigma Alumni Association, Armed Forces Officers Club, and the Junior Chamber of Commerce.

Kathern F. Gruber

LETTER TO THE EDITOR

2516 Grove Place, S. W.
Canton 6, Ohio
November 14, 1948

Gentlemen:

After reading the article on Canton in the October *Outlook,* I feel that some things should be clarified. Members of the Tincup Gang sometimes come in from out of the county and even the state. If such a moocher appears on the streets, he is escorted to the bus terminal and given a one-way ticket if he can't afford one. Mr. Fleischer, who has his store just north of the square, keeps a watchful eye on the situation. I think it is an exaggeration to state that every employable blind person in Canton is employed. Some of those now employed were dubbed "unemployables" recently. It is just a matter of finding a job to fit the blind person.

In regard to the Timken Roller Bearing Company, twenty-seven blind people *do not* operate special machines. Eighteen of them work as sighted people work and require no special equipment. There are three machines which give work to nine blind persons. I am one of them, so know what I am talking about.

I wouldn't have bothered to bring this up but many employers would be scared away if they had to put out extra cash for special machines for blind workers. I think the other 66-⅔ per cent of the workers should have been recognized. There are fifty workers in the six Ohio Timken plants over the state and nine only use the special machines. An employer will employ blind workers quicker without the special machines. Timken will give blueprints of the machine to any manufacturer who will use them in employing the blind.

Timken built a stand and turned it over to the Philomatheon Society of the Blind to operate. With that stand, which was opened last week, there are now six stands in Canton. There is another at Heartville which employs a blind man from Canton. That city is thirteen miles out of Canton, but in the county.

The broom factory referred to is now operated by two blind men in partnership. Paul Shulga founded and built up the factory and business, and employed the two men mentioned above as helpers. When Mr. Shulga died, the workers formed a partnership and bought the equipment and stock, and are leasing the building at the present time. So there are two blind men running the broom factory. They hire another man as a helper and for awhile they had a fourth man but the two were working either at piecework or for wages.

There are ten rooms in the Philomatheon home for the blind, which can accommodate eleven persons as permanent lodgers. For awhile, there was a blind girl who lodged in the room with the housekeeper but that wasn't permanent. There is also an assistant housekeeper. It is practically impossible for one woman to cook, wash, and clean the whole house by herself.

I waited for years for my job as electronic sound gauge operator.

Yours truly
George A. Holben

P. S. The board of the Philomatheon lodgers in the home is now $42 a month. Inflation!

NEW FOUNDATION STAFF MEMBERS

The American Foundation for Overseas Blind has appointed as Assistant European Director Mr. Eric T. Boulter, who is now spending some time at its New York headquarters prior to taking up his duties at the organization's Paris office later in the year.

Formerly a member of the staff of the National Institute for the Blind, London, where he was responsible for making special investigations in the field of employment for the blind in industrial and semi-professional placement, Mr. Boulter was appointed specialist in the rehabilitation of the blind for the United Nations Relief and Rehabilitation Administration. Later, he worked in the capacity of Director of Blind Welfare for the Near East Foundation in Greece, where he spent three years organizing an effective blind welfare program for that country.

During his stay in the United States, Mr. Boulter will familiarize himself with the past and future policies of this organization, while at the same time becoming acquainted with the work of other agencies for the blind in this country and interested groups and individuals who may be willing to participate in the work the Foundation is doing for the blind in war-devastated and backward countries.

Miss Clara Langerhans joined the staff of the American Foundation for the Blind on February 1, 1949 as field representative. She received her education at Western College for Women in Oxford, Ohio, and later did graduate work at Ohio State University in the field of Social Case Work and Public Welfare Administration.

She served as a case worker in general relief, as well as in Aid to Dependent Children and Aid to the Blind in Hamilton, Ohio. Later she established a comprehensive program for the blind in Butler County, Ohio under the Aid to the Blind program. When Rehabilitation Services for the Blind were established under the Barden-LaFollette Act she was employed as rehabilitation counselor, Ohio Department of Public Welfare, Division of Social Administration, Rehabilitation Services for the Blind, with headquarters in Cincinnati, Ohio.

She is a member of the American Association of Workers for the Blind, National Rehabilitation Association and the National Vocational Guidance Association.

ANNA BEACH HONORED

Twenty-five years of devoted service with the American Foundation for the Blind was marked February 15 by a luncheon at the Aldine Club for Anna Beach, who came to work for the Foundation on February 15, 1924, and has rarely been absent from her desk since that day.

Blind from an illness in early childhood, her loss of sight did not keep Miss Beach from graduating from high school and business college. Her business course qualified her for work as a typist and transcriber and she accepted a position with the Foundation, then in its first year of growth. She has remained with the organization ever since.

Hundreds of persons who would never recognize her photograph, know Anna Beach from her pleasant voice. She answers inquiries constantly on how and where to buy a brailled watch which the Foundation sells to blind people at cost, or about the "travel books" for the sightless which enable them to travel by rail or bus with a guide for only one fare. So clear and distinct is her voice and so great is her patience that she has over the years come to make all reservations for the personnel of the Foundation for their many trips both in this country and abroad.

The highlight of the occasion was the presentation by Dr. Irwin to Miss Beach of an appropriately inscribed silver cigarette case.

SOUTH CAROLINA SCHOOL CENTENARY

A very interesting and impressive celebration was held at Cedar Spring, South Carolina, on January twenty-first, twenty-second and twenty-third when the South Carolina School for the Deaf and the Blind observed its hundredth birthday. The series of programs started with a Centennial Pageant on Friday evening. In this, seven episodes gave the audience glimpses of important events in the history of the school and of the progress which has been made in the course of a century. The pageant was followed by a reception to visiting alumni, friends and distinguished guests. On Saturday there was an interesting program at which Mr. Francis M. Andrews, as president of the A.A.I.B., represented educators of the blind and Dr. Leonard Elstad, president of Gallaudet College, represented educators of the deaf. Governor Strom Thurmond was an honored guest. Following these exercises there was a luncheon at the superintendent's home. During the afternoon the boys' and girls' teams from the North Carolina School for the Deaf competed against the South Carolina teams in basketball. Later there was a tea in the apartment of the assistant superintendent and in the evening the alumni banquet. After the banquet, the deaf alumni remained in the dining room for their program and the blind alumni adjourned to the auditorium for theirs. The principal speaker on this occasion was Dr. J. E. Swearingen, alumnus of the school and former State Superintendent of Public Instruction. Dr. P. C. Potts, assistant director of the American Foundation for the Blind, was also called upon. On Sunday, the special events were concluded with talks to the deaf children by Dr. Elstad and to the blind children by Mr. Andrews, followed by religious services for the alumni at the Y. M. C. A. and the First Presbyterian Church in town.

The most remarkable fact in connection with the South Carolina School is that throughout its entire history it has been superintended by members of one family. The founder, the Reverend Newton Pinckney Walker, went to the Georgia School for the Deaf for special study, then opened his own school on January 22, 1849. A department for blind children was added in April, 1855. Mr. Walker died after a brief illness at the age of forty-five and after a trying period during the war years when his wife and son and Mr. J. S. Hughston carried on the work, his son, Dr. Newton Farmer Walker, became superintendent in 1872. This great educator guided the destinies of the school until 1927 and saw building after building added to provide for the increasing enrollment. The first Commencement of the school had been held on July 9, 1863. The department for Negro children was established in 1883. As late at 1890, candles were still used throughout the school and the enrollment averaged less than one hundred. In 1905 the first deaf-blind child to attend the school was admitted. Dr. N. F. Walker was succeeded by his youngest son, Dr. William Laurens Walker, who had served the school for many years as teacher, principal and assistant superintendent. Dr. Walker died March 21, 1931 and his eldest son, William Laurens Walker, Jr., the present superintendent, took his place. He has been ably assisted by his sister Louisa, now Mrs. Hilliard F. Kirby, and more recently by his brother, Newton F. Walker, II.

The school is in the midst of a modernization and improvement program. A new heating plant and a splendidly equipped laundry have been added to the modern trades building and gymnasium previously built, and a teacherage and older girls' dormitory and a new building for the department for Negro children should be completed soon. The remodeling of the main building, built in 1857; the construction of a primary classroom building and the provision of an athletic field will fit the school well for many more years of service to the blind and deaf children of South Carolina.

INTERNATIONAL BLIND ASSEMBLY TO BE HELD AT OXFORD, ENGLAND, THIS YEAR

The greatest postwar international assembly of workers for the blind, in which twenty countries will be taking part, is to be held August 3-13 of this year at Merton College, Oxford, England. This conference, which will have for its general title, "The Place of the Blind in the Modern World," arranged jointly by the American Foundation for Overseas Blind and the National Institute for the Blind, will act as a planning committee. The majority of delegates, all of them outstanding, full-time workers in this field of social welfare, will themselves be blind; the whole party, including delegates and their guides, is expected to number one hundred. Lord Ismay, chairman of the National Institute for the Blind, will receive the guests at the opening session, which will be open to the public. The permanent chairman of the conference will be Dr. Robert B. Irwin, executive director of the American Foundation for Overseas Blind. The vice-chairman will be Mr. George L. Raverat, European Director of the American Foundation for Overseas Blind, and the conference secretary will be Mr. W. McG. Eagar, Secretary-General of the National Institute for the Blind.

The objects of the conference will be threefold: first, to ascertain the present condition of adult blind people in Europe; second, to state a minimum standard of blind welfare applicable to all European countries; and third, to consider ways of securing the adoption of that standard in the countries represented. The opening and closing sessions of the conference will be in general assembly, but during the rest of the period delegates will confine their activities to consideration of the following specific aspects of welfare work for the blind: rehabilitation, training, employment, economic provision, home care, special homes, legislation and special facilities. It is planned to formulate a number of resolutions which, taken together, will constitute a statement of the minimum standards. The delegates, on return to their homes, will press for governmental action in the establishment of this newly-declared standard.

The American Foundation for Overseas Blind is arranging for the publication in book form of the full proceedings and findings of the conference. It is felt that this material will be of much value and interest to blind welfare workers, not only in the countries participating in the conference, but in all parts of the world.

There will be ten delegates from the United States, each being a specialist in one or more aspects of welfare work for the blind. The United Kingdom will send a delegation consisting of eight members. The following countries are also sending delegates: Austria, Belgium, Denmark, Eire, Finland, France (including a delegate from Algeria), the British and American zones of Germany, Greece, The Netherlands, Hungary, Czechoslovakia, Italy, Norway, Poland, Spain, Sweden and Switzerland, and it is hoped that other European countries will also nominate delegates in the near future.

OUTLOOK
FOR THE BLIND
and
THE TEACHERS FORUM
15 West Sixteenth Street,
New York 11, New York

P. C. POTTS, PH.D.
Editor
EMILY J. KLINKHART
Circulation Manager

SUBSCRIPTION PRICE $2.00 PER ANNUM
BRAILLE EDITION - $1.00 PER ANNUM

THE SUGGESTION BOX

By The Technical Research Department

Popular Music in Braille. There are a number of reasons why there has never been enough popular music published in braille, and it may be that Mr. Conard Huffman, of Columbus, Ohio—better known professionally as Connie Anderson—has answered some of the biggest. For he has designed a system of notation whereby a thirty-two bar song, without the text, can be recorded in fourteen lines of braille, with the first two lines given over to title, signature, etc.

While many musicians have used modifications of the system, Mr. Anderson has thought through details and arrived at a logical organization, according to the musicians who have already had an opportunity to examine it. A knowledge of chord structure is required, along with the ability to improvise; but these requirements are part of the equipment of any professional musician in the popular field. Except for the introduction of chord symbols, standard braille music notation is employed.

This department has prepared a fuller description which will appear in the current issue of *The Braille Musician*. As an example, "Tree in a Meadow" is appended as it was set down by Mr. Anderson. Those who are interested but who do not now receive *The Braille Musician* may write the editor, Mr. Leopold Dubov, at 1846 Harrison Avenue, New York 53, New York.

No More Clip Sets. Some time ago it was announced that a method had been found to adapt the pick-ups on the All Purpose machines so that they would play the Columbia Long Playing Records. After further investigation, it was found that the method was not reliable, so this item has been withdrawn from distribution.

Stitch Gauge. Knitters should be enthusiastic about this new tape measure which offers a quick means of making sure that garments knit from knitting patterns will come out the correct size. It is a standard five-foot tape measure of high grade white linen which has been marked with paper staples in the same way as the regular tape measures stocked by this department. In addition, at one end it has an aluminum square, cut out to provide a 2 x 2 inch opening. A raised dot has been placed at the inch mark on the two sides. With this it is possible for the individual quickly to check the number of stitches and lines she gets against the stitch gauge printed in the pattern book. If she gets more, she is working too tightly and should change to larger needles. If she gets less, the reverse is true, and she should shift to smaller needles. Postpaid, 75¢.

More about the Block Puzzle. In response to a frantic plea, a method has been worked out for sending solutions to this recently announced puzzle. Solutions can be sent either in braille or inkprint. Counting movement of a group of pieces or a single piece in any single direction as a move, minimum for the simplest solution is 35. Once the principles are thoroughly grasped, the puzzle can quickly be solved in eight different ways. The price of the puzzle is still 50¢, postpaid.

Carpenter's Level. Horace A. Vaughan, of Middleboro, Massachusetts, has come forth with an excellent design for a practical carpenter's level. He took a length of pipe, smooth inside and out, and about 2 or 2½ feet long. He threaded each end internally and plugged one end. The internal diameter of the pipe was 1 inch. He inserted a ball bearing of ½ inch or more in diameter, then plugged the other end. By hearing he could tell which way the surface on which the level was placed tilted, and by rate of rolling he could judge how far off level it was.

PRICE CHANGES.

Heating Pad #207 is now $5.25.
Heating Pad #209 is now $6.00.
Micrometer #230 is now $22.00.
Micrometer #231 is now $25.75.

SCOTCHLITE FOR WHITE CANES. White canes soil so easily that there has long been a need for some coating which would stand up better and retain high visibility at night. A dead white tape is now available in plastic strips with thirty to forty times the reflective power of white paint. This is due to the fact that its coating carries thousands of very tiny glass beads so small as to be indiscernible even as separate particles. It was not possible to make sufficiently exhaustive tests, but preliminary tests indicate that the finish will stand considerable abuse. Heavy diagonal blows with a plastic hammer did no more on an aluminum backed sample than soil the surface, and it could then be cleaned with soap and water if a brush was used.

The tape is backed with a pressure sensitive adhesive which is covered with cellophane when it is received. The tape must be soaked in water to remove the cellophane, and the tape will then adhere to the cane. After setting, the adhesive becomes permanently bonded to the cane, and the Scotchlite can only be removed with a special solvent. The tape comes in 2-inch widths and is sold by the yard. It is also available in red, so that a red tip can be applied to the cane. The price per yard of the white is 50¢, and in 6-inch lengths the red sells for 10¢ a length. The 2-inch width will not quite go around a large wooden cane, but is satisfactory for the metal canes.

RECTANGULAR BASKET BOTTOMS. From the response to the announcement some time back on this subject, it sems wise to publish the ideas rather than try to answer all enquiries separately. Mr. Melvin Huber's setup for rectangular baskets, which are really rectangular, follows: Have holes of a size to allow the dowel sticks in the bottom to pass freely through them in strips of metal of the cross section of a yardstick. These strips should be about 4 inches longer than the largest size of basket. Mount the strips on the top and bottom edges of a length of 2 by 5. A stop piece is then mounted at least one inch below the bottom strips. Dowels are then quickly inserted in each pair of holes so that they are held rigidly upright. Weaving starts above the top strip, which on the average basket will be approximately at the middle of the bottom.

Two clips, which slip over the outer dowel sticks, form a large "U" when welded to the head and nut of a large horizontal bolt. The bolt is threaded to fit the various sizes of basket. When half the bottom is woven, the finished part is clamped into a large vise and the "U" is used to keep the other end of the bottom pushed apart. Mr. Huber says that successive bottoms seldom vary one-quarter inch.

He uses a chair like a piano bench with lid-covered compartments on each side of him. He has had a short bodkin welded to the end of his pounding iron. It serves as a handle when pounding, and the pounding iron is the handle when the hole is being enlarged for inserting the basket handle.

PLASTIC CLOTHES HAMPERS. Mr. Doyle Horton, of Little Rock, Arkansas, submits the following suggestions: Weave Simonite chair cane around the hamper frame and put on an extra strip of Simonite around the top and bottom. Add a piece of Masonite, the same length as the height of the hamper, and three inches less in width. Then use your borders to cover the rough edges of the hamper. Decalcomanias may be applied to the Masonite to give a more expensive appearance. Put hinges on the bottom of the lid and the back edge of the frame. This should be countersunk to give a tighter fit.

Simonite chair cane may be secured from the Simonite Company, Bedford, Indiana.

ELECTRIC PLUGS. Academy Plugs solve in a simpler manner the problem for which Presto Plugs were formerly supplied. In this new plug, an insert is released by pressing together the blades and then pulling. Rubber covered duplex cable of the type where the wires run parallel to each other is inserted through a hole in the plug and then set into a shaped opening in the insert after the blades have been spread apart. The blades are then pressed together and the insert is put back into the plug. Prongs on each blade penetrate the insulation of each cable, making contact with each of the wires. Postpaid, 10¢ each.

BLIND MARIMBIST LEADING THE FIELD

Pierce Knox, blind marimbist and xylophonist, is a lesson in sheer determination as he currently sweeps through the series of qualifying rounds on the Philip Morris-Horace Heidt talent show.

Simply on the basis of his musicianship, this 28-year-old Oakland, California resident would serve as an inspiration. But add the remarkable fact that he has mastered an exceedingly difficult instrument although blinded at the age of four by spinal meningitis and you really have something at which to shoot.

Pierce was born in Washington, Iowa, the son of a dairy farmer. He attended the Iowa School for the Blind until he was ten, when the family moved to Oakland. There he was graduated from Castlemount High School. When he was fourteen, he first tried to learn the instrument that is now winning him fame. He hired a teacher who kept at the trying task for three or four lessons and then gave Pierce up as hopeless. He frankly told the youngster that he was attempting an impossibility and suggested he switch to an instrument that didn't depend so much on sight.

But Pierce was determined and stuck to his original choice. He taught himself, often spending four and five hours a day in practice. The results speak for themselves. Today he is winning over the cream of the nation's young talent by the widest margins in the history of the Heidt show.

Six years ago he married Dorothy Jean Hensley, a dental assistant. They have a ten-month-old boy, Roger. When it came to furnishing his home, Pierce's lack of sight proved no hindrance. The man who plays the marimba can also wield a mean saw and hammer. He made all the nursery furniture. His hobbies are woodworking, fishing, dancing, and playing cards with the aid of a special brailled deck.

In mid-August Knox auditioned with the Heidt show in San Francisco. He was accepted, and although he had appeared for churches, clubs, and schools throughout the country, this was his first radio performance. He has been winning since. He is practically assured now of a place in the fourth quarter finals scheduled for December 5 at Newark, New Jersey—and should he win there he'll compete December 12 in the grad finals for the $5000 cash award and the stage, screen, and movie contracts.

In the meanwhile, his determination and courage are keeping him in the front ranks of the Heidt prize-winners. Perhaps the best tribute to this blind boy, who keeps winning through his skill and courage, is the rousing round of cheers he draws from his competitors.

But that's America. And Pierce Knox.

BULLETIN BOARD

Blinded Veterans Association—The headquarters of the Blinded Veterans Association are now located in its new offices at 2438 18th Street, N. W., Washington 9, D. C. Mr. Lloyd H. Greenwood is the executive director.

The Industrial Home for the Blind—A. J. Lipstock is retiring as business manager after twenty-two years of service. He has sold more products made by the blind than any other living person. He will be succeeded by Major John F. Brady, blinded veteran of World War II.

Three blind men, two of them identical twins, have opened The Light Buoy Luncheonette Service in the industrial area. Land for the building was made available by one of the industrialists and the men were trained by the Industrial Home. In dedicating the building, Mr. Louis C. Wills, president of the Home, said: "This business is the perfect example of how the community can best use one of its great sources of strength—its handicapped population."

The Home boasts its own four-team bowling league run along lines set up by the American Bowling Congress and holds weekly matches. In addition to meeting teams of blind bowlers such as those of the New York Guild for the Jewish Blind and the Brooklyn Association for Improving the Condition of the Poor, the Light Buoy quintet has been successful in contests with teams of seeing persons from the Arma Corporation, Bendix Aviation, Sperry Gyroscope and General Paper Goods. John Stavola of the Home team has an average of 148 to his credit.

The New York Association for the Blind—About fifty boys and girls from the recreation department, were guests of Midgie, the little black cocker spaniel recently acclaimed "dog of the world," at a Christmas party on Saturday, December 18. Danny Webb, star of the television show, "Comics on Parade", played Santa Claus, assisted by Barbara Glenn and Toby Summers, radio and stage starlets. Midgie delivered airmail letters from Santa, written in braille, to every blind child present. Later came beautiful gifts and refreshments and a grand march around the Lighthouse led by Midgie.

Ezio Pinza, opera singer, was a recent guest speaker at one of the Lighthouse campaign meetings. He introduced John di Francesco, vocalist, a former Perkins student who is a part-time teacher in the Lighthouse Music School as well as a radio artist. Charles Beetz, director of the school, introduced Ruben Varga, talented blind violinist, who participated on the program. Mr. Beetz and eight of the staff members of the school are without sight.

More than three hundred blind men and their friends enjoyed the Christmas party at The Light Buoy Club. They sang carols around the huge tree which sparkled brilliantly with blue, green, red and golden lights. The twenty deaf-blind men present were accompanied by seeing interpreters, who told them by manual alphabet just about everything interesting—starting with the decorations, then the name of the performers and what each one did. As each blind man came up to be greeted by Santa Claus (Mr. Peter J. Salmon) he was presented with a fine turkey, a substantial box of groceries, and a cash gift.

School for the Deaf and the Blind, British Columbia.—The Junior League of Vancouver has become very much interested during the past year in the children at the School for the Blind. A group of ladies took a course in braille last winter and during the spring and summer transcribed into braille the workbooks which accompany the readers for the junior braille class. The leader of last year's class is now instructing another class, so the corps of transcribers is being enlarged. They are now putting into braille, story books for the younger children, tests, instructions for operating the school's new amateur radio station, etc. They supplied the school with two new braille writers and a new Talking Book, which make for a fuller life for the pupils.

OUTLOOK *for the* BLIND

and THE TEACHERS FORUM

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AMERICAN FOUNDATION FOR THE BLIND

THE SCHOOL OF "AUGUSTO ROMAGNOLI" METHOD FOR EDUCATORS OF THE BLIND

ELENA ROMAGNOLI COLETTA

THE METHOD IN SCHOOL

AUGUSTO ROMAGNOLI, reflecting on his own experience as a blind student, felt it imperative that blind and seeing teachers of the blind be prepared for their mission by a solid cultural foundation and a rich experience. He, as a professor in high school and public lyceums, demonstrated the possibilities of a well-educated blind man, and urged the authorities to solve the educative problems of the blind by founding an ideal institution.

While awaiting an active interest on the part of the state, he founded for the intellectual blind "The Pro-cultural Society for Blind Instructors," so that by association and the exchange of ideas they might delineate more clearly the special problems of the blind; and discuss their solution.

From 1912 to 1916 he personally tested his method in "The Ospizio Regina Margherita for the Blind."

Not until 1923 were the proposals of Augusto Romagnoli sanctioned by the government: first, by the extension of the scholastic obligations of blind children (art. 5 of the R. decret 31, 1923); then by a ministerial ordinance for the elementary instruction of blind children (June 27, 1924) and finally by a R. decret (No. 2483 of November 15, 1925) for the institution in Rome of a "R. School of Method for Instructors and Teachers of the

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Author's note: The reader is asked to refer to an article, published in the *Outlook for the Blind* for April 1948, on the education and training of blind children in nursery and elementary schools, so that he may better understand the necessity for establishing a special school of method for the preparation of educators of the blind.

Dr. Elena Romagnoli Coletta, the widow of Augusto Romagnoli, is directress of the famous school in Rome discussed in this article. Due to a mistranslation, it was mistakenly stated in the footnote to her article of April 1948 that she had passed away. We are happy to correct that error.

Blind"; which now bears the name of Augusto Romagnoli, in memory of its founder and director, who died March 8, 1946.

The School of Method was founded as a model institution to give aspiring educators of the blind an opportunity to come in contact with the children under the guidance of a competent staff.

Professor Romagnoli conceived it as a school of apprenticeship, flanked and sustained by a good cultural structure. Without the latter the school for apprentices would remain empirical, and the preparation of the instructors would not be adequate to meet the special exigencies of blind pupils, which are far more numerous and more serious than those of seeing children.

In fact, blind children, deprived of the most comprehensive sense for the spontaneous formation of concrete ideas, must depend on instruction to compensate for deficiency in regard to many notions, which through sight are unconsciously acquired. Moreover, since blindness is usually accompanied by other anomalies of the nervous system, whether in respect to sensibility or to physical dexterity, or as regards intelligence or volition, etc., the blind child needs special pedagogic and psycho-physical care to stimulate and facilitate his gradual attainment of physical, mental and moral health.

Hence educators of the blind must be armed with superior culture in the fields of natural science, geography and art, and above all with an understanding of pedagogy, and of psychology which will enable them to study accurately, intelligently and individually the various subjects confided to their care, and from this analysis to deduce adequate measures to lead them towards normal education.

In this preparation the difficulties in reading experienced by blind teachers must be given special attention.

Given its character, the school for training teachers of the blind cannot have a large scholastic attendance. The number of pupils is usually limited to sixteen.

The minister of public instruction announces every year a competition according to qualifications for aspirants wishing to frequent the School of Method, who may be blind or seeing, but who must be in possession of a diploma as elementary teacher or of a university degree.

The committee of judges, on which the director of the school serves, classifies the competitions so that the available positions are equally divided between blind and seeing aspirants. Scholarships are granted to twelve of those classified.

The School of Method is annexed to a school for blind children.

The course for teachers requires one scholastic year, which is the minimum time necessary to acquire practical experience through daily study of the life of the pupils in school and at play.

Development of the Course

There is a first brief period during which the student teachers, who are usually called apprentices, come in contact with the school staff and with their surroundings; and through introductory lessons given by the director become familiar with the informative principle of education of the blind, based on the method introduced by Augusto Romagnoli. In their turn they make themselves known to the staff by a written account of the sources and of the degree of their own cultural foundation.

Then follows a second active period, during which the apprentices frequent the school for six hours daily, divided thus: they assist each morning in the elementary classes and in the nursery school, with more or less direct participation in instruction; in the afternoon they attend lectures according to the following program:

Two lectures weekly on pedagogy and general didactics given by the director

One lesson a week on psychology, given by a professor in the school

A weekly period of psycho-physical observation of the blind pupils, under the guidance of the professor of psychology, and preparing a personal schedule, based on medical and psycho-physical data. This data consists of five schedules: a medical report filled out by a doctor before the child's admission to the school, a report on his sensorial condition, and three psychological reports.

In the remaining time the apprentices assist the children in their recreation, in the preparation of their lessons and in other phases of their daily activity. The apprentices must also take exercises for acquiring the manual dexterity indispensable for the use of the special didactic materials; among these the exercise of drawing is most important; it teaches the blind apprentices to realize the difficulties encountered by the pupils in interpreting graphic representations, and the seeing apprentices to represent objects by their essential lines, so as to render them more easily recognizable by touch. They also learn to draw topographical charts and geographical maps in relief.

The apprentices are distributed between the nursery and elementary schools, where for one or two weeks they assist the teachers in charge with the lessons, after which they assume direct responsibility for the class with the assistance of the teacher, and finally take complete charge; after a period which varies according to the capacity of the apprentice, the teacher resumes his charge, and the apprentice again becomes an assistant; this without detriment to the unity of the class, which is always under the direct surveillance of the teacher in charge.

During their contact with the children after school hours the apprentices must strive to think of the most varied expedients, and to invent games for sensorial education involving touch, hearing and the perception of obstacles, in order to help the children to orient themselves.

On all these activities the apprentices give weekly, written reports, in which they refer to their particular experiences, and express their doubts and observations; all of which provides material for discussion and explanation, during the periods of reunion.

During these afternoon reunions they must also report on the books assigned for their reading by the director—books on psychiatry, pedagogy, etc.

All these activities are directed and unified by Augusto Romagnoli's fundamental conception of pedagogy: the school must be formative, not only for the little pupils, but also for the adults who want to become teachers. Hence the apprentices are studied, not only with regard to their capacity and their didactic, cultural and practical aptitudes; but more especially as regards their character, their disposition towards a spirit of sacrifice, and their capacity to accept as a mission the work of education which will be entrusted to them. These conditions are necessary for any kind of school work, but are absolutely indispensable in a school for the blind. This explains the long hours and the close application, which are wearisome, and imply responsibility.

At the close of the course the apprentice must present a thesis on some subject in relation to the education of the blind. With this thesis the apprentice has finished his course, and must await the results of the scholastic year, which are judged, not only from the value of the thesis, but also and especially from the daily observations of progress noted and on the practical, intellectual and moral aptitudes shown by each apprentice during the course.

The diplomas which are qualified as "sufficient," "good," "excellent," give the graduates the right, according to their former qualifications, to compete for posts as director, teacher or instructor in institutions for the blind.

We will now give some statistics of the school, and a list of some of the subjects treated in the course of apprenticeship.

From 1925 to 1948:

22 courses were given for apprentices

	Total	Blind	Seeing
Registration	277	117	160
Withdrew	11	3	8
Graduated	246	109	137

Obtained posts in blind schools 180

Themes written in 1947-48:

(1) Discipline in class and after school—liberty and authority in school, and how to combine them in treating abnormality
(2) Topography and geography as a means to psycho-physical orientation
(3) Games considered as an educational element in elementary classes of blind pupils
(4) The importance of games in post-elementary classes
(5) How to introduce notions of drawing and of objective representation in the first and second classes
(6) The importance of culture in the education of the blind
(7) Sensorial experimentation: which senses are connected with intellectual defects and which are not—studies of some children
(8) Instruction in reading and writing: what is the difference in the difficulties experienced by seeing and blind pupils
(9) The difference in forming visual and imaginary ideas of those born blind and those blinded during the war; of the blind and semi-blind, as manifested in their graphic and plastic representations. (Observations of the pupils of the fourth class)

WHAT BRITAIN IS DOING TO HELP THE BLIND

J. E. JARVIS

When I began to prepare this discussion, the great variety of the needs of blind people came strongly to my mind, as it always does when I consider what we try to do to help the blind. Some seeing people, for reasons which I do not know, seem to think that one blind person is very like another; so much so that I myself have several times been mistaken for a blind man who is a leading comedian in Britain—not because I look at all like him but simply because we are both blind. But a moment's thought will bring home to my readers the truth that blindness is, of course, no respecter of persons; in fact we know of blind kings and queens just as we know of blind beggars, and there are blind babies just as there are blind old men and women; some who cannot read or write and some who teach at universities. Let me tell you what we do in Britain to meet these different needs of the blind.

Most young blind children go to nursery

Mr. J. E. Jarvis is assistant secretary, National Institute for the Blind, London, England.

schools (Sunshine Homes we call them) which are run by Britain's National Institute for the Blind. The children remain there until they are seven years old—or nine years if they are backward. Then they go on to one of a number of primary schools—the first one was founded over 150 years ago. Here they learn all the usual school subjects, and are ready in their twelfth or thirteenth year to pass on to the secondary schools. These are of three kinds. Most blind children go to what is called the "secondary modern school," of which there are nine in England and Wales. Here pupils continue their general education until they are sixteen. Then they go to training centers where they are taught a trade which they eventually follow, either in special workshops for the blind or in their own homes, or else they go straight into factories alongside people who can see. A much smaller number of children who appear suitable for careers in shorthand-typing, music or piano-tuning, go to what we call the Royal Normal College for the Blind. Other children who show particular ability go to one of the two grammar schools which the National Institute manages and where their education can continue up to the standard of university entrance. Blind children who have mental defects are cared for under the National Health Service. Those who are backward but still able to receive education, or who suffer from other handicaps as well as blindness, go to Condover Hall, a new school which the National Institute for the Blind has opened. There we try to encourage their particular interests and abilities rather than to make them keep to an ordinary school program.

Nearly one half of the blind people who work are still employed in special workshops, and for the most part they follow the trades which have been practised there for over a century—basketry, mat and brushmaking and machine knitting. There are fifty-four of these special workshops in Britain. There are also about 1,500 blind people working at home, mostly in the smaller towns and country districts. They are engaged in trades similar to the others, and organizations throughout the country supply them with their raw materials and sell the finished goods for them. The earnings both of home workers and of those in special workshops are increased by weekly grants from public funds to bring them up to a living income.

Perhaps the most important advance which has taken place in recent years in the care of the blind is the great success in finding jobs for them in ordinary factories where they can earn a living wage in a wide variety of occupations and where they can work on equal terms with their seeing fellows. Already there are more than 1,500 blind factory workers, and the number is steadily rising. Skilled jobs for which the blind use special instruments which will measure accurately to less than 1,000 parts of an inch are gradually replacing the simpler types of factory work, and the National Institute's employment officers, all of whom are partly blind themselves, work in close touch with local societies for the blind and with officials of the Ministry of Labor throughout most of the country.

There are also some hundreds of blind shorthand-typists and telephone switchboard operators and many musicians and physiotherapists, as well as a smaller number of blind professional men and women, including lawyers, ministers of religion, teachers, businessmen and administrators of many kinds.

The National Institute also runs what we call Homes of Recovery where adults who lose their sight go to learn to be blind.

Many blind people are above working age, and of course their chief need is for money enough to allow them to live without having to beg from their neighbors or from the public. Since July 1949, Britain's government has taken over responsibility for this help. Elderly blind people now get a state pension.

Throughout Britain, local authorities in the towns and countryside have for years had the duty of looking after the blind by providing teachers who call regularly at the homes of blind people in their districts, and by maintaining special homes, hostels, and clubs for the blind. Sometimes the local authorities do this work themselves, but it is more usual for them to entrust it to voluntary societies, many of which already existed before the government began to help the blind.

In addition to the education, training, employment, and general social care which blind people need, they also have many special requirements which can only be met nationally: these include braille books, magazines and music, special equipment of all kinds, and circulating libraries. There must also be research into new careers for the blind and into all other aspects of blindness and measures to prevent blindness; and, of course, it is vitally necessary to keep in touch with organizations for the blind throughout the world. The National Institute for the Blind does these things, and the opinions of the blind themselves carry much weight in all aspects of its work, a third of its governing body and many members of its staff being blind people.

We do not, of course, pretend that we have yet a complete and perfect system of blind welfare in Britain. We do believe, however, that the close link we have established between private organizations and the government, and the fact that blind people play such a full part in the work, are the surest ways which have so far been found of meeting the needs of all the blind with intelligence and understanding.

CONFERENCE OF HOME TEACHERS

The Mid-Western Conference of Home Teachers will meet on May 11-13, 1949 at the Colonial Hotel in Springfield, Missouri. Address requests for accommodations to: Reservation Clerk, Mid-Western Teachers Conference, Colonial Hotel, Springfield, Missouri. A reservation committee will work through the hotel. The rates are: single, $3.00-$4.00; double $4.50-$5.50; two double beds to a room, accommodating four, $9.00, or $2.25 each; twin beds, $6.50. All rooms with private bath.

Tentative Program. Between 6:30 and 8:30 A.M. on May 11, registration will take place at the Colonial Hotel. At 9:00 A.M., the conference will get under way with an invocation, followed by welcoming addresses by Otis A. Barberic, Mayor of Springfield, Clark C. Nevin, president of the local Lions Club, and Martha Brennan, president of the conference. Mr. Paul Shelton will then conclude the morning session with a talk on "The Welfare of the Blind", as sponsored by the Lions Club.

During the afternoon, problems relating to home teaching may be discussed. The speaker is to be announced later. The conference is planning on holding a display of craft articles made by the home teachers from all the states represented. Every member of the conference is invited to contribute articles.

In the evening, Miss Evelyn C. McKay of the American Foundation for the Blind will give a talk on "A Birds-eye View of Home Teaching in the United States." Entertainment and light refreshments will conclude the evening.

On the morning of May 12 the conference will continue at 8:00 with a talk on "Services to the Deaf-Blind," by Mrs. Dorothy Bryan, director of services to the deaf-blind of the American Foundation for the Blind. Between 9:00 and 10:00, Miss Marie Busch, state supervisor of home teaching and home industries in Missouri, will speak on "What Missouri is doing in Home Industry." Between 10:00 and 11:00, Mr. Roy Kumpe, home teacher of Arkansas Enterprises for the Blind; and Miss Ruth Smith, home teacher from Columbus, Ohio, will speak on "Physical Orientation and Travel." Between 11:00 and 12:00, Mr. J. O. Harris, president of the Harris Canning Company in Jackson, Arkansas, will talk on "Processing Foods." There will also be a demonstration of Mirro-matic pressure canning. At 1:00 P.M., Mr. C. C. Williford, Springfield's weatherman, will conduct the conference group on a "Tour of the Ozarks."

In the evening, a banquet will be held at 6:30 in the Colonial Hotel, at which Mrs. Etta M. Crews, program chairman of the conference, will be toastmistress. Professor Walthers, director of the Department of Arts and Crafts at the University of Missouri, will be a speaker. Entertainment, square dancing and music will complete the program. Banquet tickets will be $2.00.

On the morning of May 13 a business meeting will take place.

Please note that this is only a tentative program and that the program committee expects to engage other speakers in order to enrich the program.

TEACHERS OF THE DEAF-BLIND

The following special courses will be offered this coming summer at the Horace H. Rackham School of Special Education, Michigan State Normal College, Ypsilanti, Michigan.

Education of the Deaf-Blind Child. (2 or 3 sem. hr.) A study of particular problems in the education of deaf-blind children, including instructional approaches, teaching materials, and the use of special aids. Opportunity will be provided to observe the instruction of a laboratory class of deaf-blind children. (Sponsored in cooperation with Perkins Institution and Massachusetts School for the Blind and the American Foundation for the Blind.)

Student Teaching (2 or 3 sem. hr.)

Observation and laboratory practice with deaf-blind children (2 or 3 sem. hr.)

Other offerings of interest to teachers of deaf-blind children are: *385 Essentials of Language Development and Reading for the Deaf* (3), *472 Advanced Problems in Speech for the Deaf* (2), *491 Teaching School Subjects to the Deaf* (2), *372 Teaching Speech to the Deaf* (3), *493 Speech Reading for Children* (2), *378S Hearing Aids and Acoustic Training* (2), *401B Testing Auditory Acuity* (2), *Demonstration class for nursery and for primary deaf children.*

Tuition Fees: Undergraduate—six semester hours, Michigan $24.50, Non-resident $34.50; Graduate—six semester hours, Michigan $35.00, Non-resident $90.00.

ERRATA

Those who were overwhelmed by the accomplishments of Thomas Hasbrook as recounted in the March *Outlook* will be relieved to learn that he is *twenty-eight* instead of twenty years old. We are sorry for the typographical error.

Occasionally we print articles or fillers which have been on hand for some time. "Work for the Blind in India" (March) was written more than a year ago and some of the facts and figures mentioned have changed slightly since that time. Mr. Roy is not now secretary of the All-India Lighthouse, in fact he is teaching at the New School for Social Research in New York City. We try not to leave a held-over article "dated", but slip occasionally, as in this and the Pierce Knox article.

OUTLOOK
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GENERAL WORK FOR THE BLIND BY THE NATIONAL BLIND WELFARE ASSOCIATION

SALLY C. F. KIANG

In China with a population of four hundred and fifty million there are probably two million blind people. One source estimates that there are at least 1,200,000 entirely blind, about 5,000,000 with one eye and around 20,000,000 partially blind. Most of them are peasants and poor people; the war occasioned a large number of visually handicapped persons, too. There is an almost infinite variety of eye diseases which may lead directly or indirectly to blindness. The most common and widespread causes of preventable blindness in this vast country are: 1. Phlyctenular conditions; 2. Trachoma; 3. Venereal diseases; 4. Tuberculosis; 5. Avitaminosis; 6. Injuries; 7. Refractive errors; 8. Glaucoma; and 9. Some general diseases.

These conditions result primarily from ignorance and poverty. In this overpopulated country eighty percent of the people are illiterate, with low standards of hygiene and sanitation, bad ventilation and diet deficiencies. Everywhere in rural districts, as well as in the cities, disease is found among the poor. There is nothing for the blind person to do but beg, and finally he or she will either commit suicide or die of disease. Poverty makes them blind, blindness makes them poor, and death results from poverty and blindness together.

In 1942, during the war, the National Blind Welfare Association was founded in the war capital of Chungking by a group of prominent leaders, and funds began to be raised in China, America and England to support its work. During the first few years there were only twenty schools for the blind located in free China. After V J day the work was extended to the blind schools in the liberated area of China. The work of the association in the care, education and rehabilitation of the blind and the prevention of blindness has greatly expanded. There are now thirty-seven schools and homes for the blind, eight deaf-mute schools, two blind soldiers' camps and twenty-nine clinics supported by it. In the institutions there is a total of 3,373 inmates—2,767 blind and 606 deaf-mutes—with a total staff of 310. These schools are scattered throughout the length and breadth of China—in Shanghai in the east, Foochow in the southeast, Canton in the south, Kunming in the southwest, Chengtu in the west, Lanchow in the northwest and Mukden in the northeast. The Hill Murray Institute in Pieping in the north was the earliest one founded, in 1874. About 90% of the blind schools are controlled by missionary bodies, the rest being either provincial or private. For academic training all the schools have primary grades and some have junior and middle school grades and kindergartens. The pupils learn Union Mandarin

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Mrs. Sally Kiang is a graduate of Ginling College; she also attended Oberlin Conservatory and Columbia University. She has had experience as a teacher, as dean, and also as principal of a girls' high school in Shanghai. At present she is enrolled in the Home Teacher Training Course at Overbrook School for the Blind, and hopes to engage in work for the blind upon her return to China.

Braille and local dialect braille. The industrial work is an important part of the school program, and serves the purposes of teaching self-reliance and self-support and actually helping with the finances of the institutions. Pupils are trained to do different kinds of manual work, but as a rule the boys learn caning, bamboo and straw work, while the girls learn knitting, sewing and weaving. A majority of the blind people are attracted by the subject of music, and organ and piano lessons are generally taught. Many of the pupils participate in local concerts with great success.

From a few short reports of schools as illustrations, one can easily learn about the present condition and situation of the schools:

1. *Ming Sum School for the Blind*
   Location—Canton, Kwangtung
   Year of founding—1889
   Controlling body—Presbyterian
   Number of inmates and staff—inmates: 77 (girls 53, boys 24); staff: 13
   Educational and industrial. Besides studying the regular courses of study prescribed by the government for primary and junior high schools, the children learn to knit, to sew, to play the organ, piano, harmonica and flute. They are taught massage and how to make brooms and to grind wheat into breakfast food and flour. The school is planning to enlarge the workshop. School work is done in Cantonese, Mandarin and English braille. In January 1947, they gave a concert in the Y.M.C.A. in order to raise funds to repair the largest dormitory building. Incidentally, the concert was a great success; there was an audience of over one thousand people and about three and a half million dollars were raised. Another project initiated was that of asking the women in the church groups to "adopt" some of their children, that is, to be a mother to the children by visiting them here at the school, bringing them small gifts, taking them out for a meal or to their homes for a night occasionally. This would make the children feel that someone cared for them as individuals. Thus far ten women have each taken a child as their special responsibility. The school is desperately in need of an additional workroom for the boys; as they have more boys than ever before and have a waiting list of twenty. The greatest difficulty is to find employment for the blind after they leave the school, no matter how well-prepared they are.
2. *Sin Kwang Blind School*
   Location—Kien-ow, Fukien
   Year of founding—1906
   Controlling body—the Charities Board
   Number of inmates and staff—inmates: 41; staff: 1 male, 4 female
   Educational and handicraft training. The story of this little home in 1946 is a story of reconstruction and fresh beginning. The war years had greatly disturbed their educational work; some of the children will never pick up what they lost. They are now working at weaving and spinning. Due to inability to obtain wool there were very few knitting orders—the most advantageous way of earning. All the children have to make their own lesson books of any sort of paper; it is hard work for them and for the teachers. There are three classes and a kindergarten. The pupils are always delighted to sing, to read braille, and do drill work. One U.S. naval officer was so struck by their happy spirit that he afterwards sent fifty dollars to the school. They have heard casual Chinese visitors going away exclaiming, "Truly these blind people are not in the dark, they know more than we do."
3. *Fryer School for the Blind*
   Location—Shanghai
   Year of founding—1911
   Controlling body—Private
   Number of inmates and staff—inmates: 87 (51 male, 36 female); staff: 14

Educational and industrial training. The year 1946-1947 has witnessed the efforts made by the school to try to regain what it lost during the war and at the same time to improve and expand the various activities. The school has primary and middle school grades, a kindergarten, a special class, and a remedial class. The students can read Union Mandarin, English and Hankow dialect braille. They make the best use of all the braille books in English and Chinese. If it is possible to have volumes of Chinese literary pieces, stories and reference books transcribed into braille, the students will have a better opportunity to study the national literature. The workshop was reopened in 1946. The total output of the shop supplies 4% of the annual income. The blind art workshop has five blind weavers and four seeing framemakers. During the prewar years, it was the custom to have every class devote two half days per week to specialized training in either basketry or chair caning. But at present it is impossible to engage a teacher and the high cost of raw material makes it impossible for the school to afford the waste in learning, etc.

4. *Kopu Blind School*
Location—Kopu, Kweichow
Year of founding—1944
Controlling body—C. I. M.
Number of inmates and staff—inmates: 30 (9 male, 21 female); staff: 6
Educational and industrial training. The staff and pupils of the Kopu Blind School live and work among the poorest people of China and at this time of the year they have very little food even for their minimum needs. In view of this and the difficulty of raising local funds, they depend entirely upon the fund from the association; otherwise they would have to close the school and leave the poor and helpless children homeless. The students come from various places; the customs, dialect, blood etc., of each is entirely different. Among the thirty inmates there are Miaos and Ye (another semi-aboriginal tribe). The standard of education is exceedingly low. The school has only the lower primary grades; they learn Mandarin braille as well as music. Their manual training emphasizes flax, bamboo, and straw work. In April of this year (1946) one third of the pupils suffered from measles and six died.

The purpose of the Association is to promote the welfare of the blind by extensive propaganda and the proper education of the public so that people may understand the importance of taking care of their eyes and the seriousness of loss of sight. In the prevention of blindness, work ever since the founding has been confined to opening trachoma prevention clinics and working with missions, hospitals, local health authorities, and university medical schools. The clinics usually give free treatment and even medicine. The undernourished refugees and the lower classes have been particularly benefited, although it is often difficult to persuade them to come for treatment. In twenty-seven clinics during the year a total of 277,702 patients were treated. Beside the clinical activities and the propaganda and education of the public the following work has been done during the current year:

1. Lantern slide projection—some movie theaters are used for projection.
2. Distribution of printed matter such as posters or pictures, handbills, slogans, slips, pamphlets. The slips are often posted on the walls of public places.
3. Advertising—notices of activities are put in newspapers.
4. Publishing of medical articles written by ophthalmologists.
5. "Wall Papers" are displayed to the public, and crowds of people read them.

The greatest difficulty is to find employment for the blind when they leave school. Both in ancient China and at the present time, blind men have been trained to be fortune-tellers, and on the streets or at the fairs they are often found in their cubicles. In olden times they often appeared street-hawking and labouring at pumping water in mines, grinding grain, irrigating fields, carrying coal, etc. Story-telling is another occupation. It seems that music is a main employment of the Chinese blind. They play and sing at festivals, in homes, in tea shops, and in restaurants. Since schools have been established, some of them become teachers in their own schools or in a few cases in other schools. Some of them are employed in caning, shoemaking and weaving. In general, students find it hard to secure employment after they leave school, and in some cases they even go back to the occupation of fortune-telling.

The Association has started to do some braille literature work, and produces monthly braille magazines and books which are distributed among all the schools for the blind.

Though the organization is rather new and young, significant work has been done by providing educational, industrial and medical assistance for the blind.

RAISED LINE DRAWINGS FOR THE BLIND—A NEW SOLUTION TO THE PROBLEM

CLIFFORD M. WITCHER, Ph.D.

Many readers of this magazine are no doubt keenly aware of the inconvenience and difficulty which have always been connected with the production of diagrams or sketches for use by the blind. The familiar cork board, with its pins and string, or rubber bands, first used extensively by the blind mathematician Saunderson more than two hundred years ago, still occupies a place in many classrooms for blind students. The toothed wheel (tracing wheel or spur wheel) is fairly satisfactory for producing raised dotted lines on paper, but the fact that the lines are produced on the under side of the paper leads to much inconvenience. It is quite difficult and time consuming for a blind person working without sighted help to produce good drawings with a tracing wheel. The raised drawings which appear in braille textbooks all had to be originally produced on metal plates, either by laborious hand-tool methods or by a braille map-making machine. Thus there has always existed a very pressing need for some relatively simple method by which raised line drawings of satisfactory quality could be produced with ease. Furthermore, in order that the method should have maximum utility and be usable by the blind themselves, it should yield raised lines on the *top* surface of the paper.

Since the beginning of the American Foundation for the Blind's technical research department, more than three years ago, almost constant thinking and experimenting has been carried on in an attempt to find a workable solution to the raised line drawing problem. Literally scores of ideas have been examined experimentally, and many more have received some thought. It was, however, not until December 1948 that the long hoped for solution was finally attained.

Actually, the solution was discovered by Mr. H. P. Sewell, while carrying on research

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on the problem at the request of the technical research department. The effect upon which the new drawing method is based is so unique that Mr. Sewell has applied for a patent in connection with it. However, this patent will in no way ever interfere with the use of the method by or for the blind. Its extreme simplicity makes the new technique quite suitable for independent use by the blind, not only for the production of drawings, but even for the practice of handwriting. Thus it can be justly said that the method opens up a rich new field of endeavor for the blind.

Briefly, the process consists of drawing with a modified form of ball-point pen on a sheet of special cellophane which rests on a flat sheet of gum rubber. Raised lines are produced on the top surface of the cellophane whose height and appearance depend somewhat on the downward force applied to the pen when drawing. Heights of lines up to 1/32 inch (somewhat higher than braille dots) can be obtained without puncturing the cellophane. The lines appear to the touch to be dotted, with the dots spaced about 1/20 inch apart. These "dots" are in reality what might be described as gathers in the cellophane, and the explanation of their origin will be given below.

Common varieties of cellophane, used extensively for wrapping purposes are not at all suitable for the new embossing process, (1) because they are too thin, and (2) because they will usually puncture before enough force can be applied with the drawing pen to yield a satisfactory raised line. After experimenting with many kinds of materials, it was found that a special type of moisture-resistant cellophane, 0.0017 inch thick, was most satisfactory, both from the standpoint of cost and that of performance. In the embossing sets now being distributed by the technical research department, packages of 100 sheets of this special cellophane are supplied as standard equipment.

A variety of pure gum rubber in the form of a sheet 1/16 inch thick and having a very highly polished surface was found to be the most suitable as backing for the cellophane. In the present drawing sets, this rubber is cemented to a Masonite board 8.75 x 13 inches in dimensions and provided with two screw type clips near one of its ends for anchoring the cellophane.

The modifications of the ball-point pen mentioned above consist of (1) replacement of the ink by a colorless lubricant, and (2) the use of a ball somewhat larger than that found in most conventional pens. The balls in the present embossing pens have a diameter of 0.045 inch.

To make the present drawing sets practical for geometrical and other types of diagrams, a means had to be found for placing braille letters or numbers on the cellophane at any desired location. This has been accomplished through the use of a hollow stylus and a single-line upward writing slate. (As some readers may know, such upward writing braille slates were made as far back as twenty-five years ago. However, the impossibility of attaining a satisfactory writing speed with them renders them quite undesirable except for lettering purposes, such as the application just described.) These styli and slates are furnished as standard equipment in the present drawing sets. The slate, which is only 1/2 inch wide, may also be used as a straight edge.

Recently a standard type of drawing compass has been adapted to produce raised circles by fitting it with a ball point like that in the embossing pen. It is planned to distribute these compasses as supplementary equipment.

For handwriting practice, the use of the Q-V-L Writing Guide, developed and sold by Dr. Robert A. Marks, Q-V-L Box 8, Queens Village, New York, has been found justifiable. The technical research department can supply sheets of gum rubber cut to fit the board of this writing guide. However, the guides themselves should be ordered directly from Dr. Marks.

The theory of the effect by which the raised lines are produced is now fairly well understood. When the point of the drawing pen is pressed downward against the surface of the cellophane, a depression is, naturally, produced. The significant fact, however, is that the downward force of the pen results in a permanent stretching of the cellophane in the neighborhood of the pen point. When the pen point begins to move over the surface of the cellophane, the rubber which was pressed down by the point springs back. The permanently stretched cellophane is pushed upward by this spring action, so that the deformation in the cellophane is transformed from a depression into an elevation. The result of the motion of the pen point is thus a raised line.

The rather peculiar dotted appearance of the raised lines led to an entirely incorrect interpretation of the theory during the early stages in the development of the process. It was thought at first that this characteristic dotted appearance was due to a vibratory motion of the point of the drawing instrument produced by the combined action of the rubber and cellophane. However, this has now been shown to be incorrect through a very simple observation. It is found that, with a very light downward force of the pen point, raised lines are produced which are entirely smooth. (Unfortunately, they are not quite high enough to be useful tactually.) As the force exerted by the pen point is increased, a region is reached at which the dotted appearance occurs sporadically. Further increase in downward force yields lines which are continuously dotted. It can thus be inferred that the dotted appearance actually results from a permanent stretching of the cellophane *in the direction of motion* of the pen point. Thus the dots may be described as "gathers" which are produced along the path of the pen.

Although the dotted character of the lines may serve to interfere somewhat with the tactual perception of detail, they also serve to create a much higher line for a given resistance to the motion of the pen than would be created without them. However, since very smooth lines are sometimes highly desirable, studies are currently being carried on with other plastics to try to find a material which will give smooth raised lines of sufficient height (greater than 0.015 inch) for tactual use. The most promising material discovered so far is cellulose acetate in thicknesses of 0.0015 to 0.002 inch.

During the course of our research on raised line drawing methods, several other discoveries which may be of some interest were made. It was found, for example, that, by exercising a little more care in drawing, an ordinary ball-point pen could be used. The resulting lines are visible, because of the ink, as well as being raised. If a few seconds are allowed after drawing a line before it is touched, staining of the fingers with ink can be avoided.

A variety of semi-transparent latex was discovered which was quite similar in surface and elastic properties to the gum rubber described above. In cases where charts or graphs appearing in an inkprint text are large enough for use by the blind, these may be traced out directly on cellophane by a seeing person. The cellophane and transparent latex sheet are simply laid over the printed page and the drawing traced with the embossing pen.

Numerous schemes were tried in the early stages of the research with a view to obtaining raised lines on the top surface of paper. A few were successful, but none afforded the ease and convenience of the cellophane technique. About three years ago, Mr. C. G. Ritter, of this department, observed that raised lines could be produced on paper by allowing the paper to rest on a plastic sheet the surface of which was covered with many upward projections. A pencil, or any other blunt-pointed instrument could be used for drawing by this method. The chief disadvantage of the method lay in the fact that the lines were never clear-cut, actually being raised bands rather than lines.

At about the same time the writer developed a device consisting of two parallel metal strips fastened securely together at one end. One of the strips, which was to be slid under the drawing paper, was provided with a single raised dot near its free end. The other strip, suspended above the paper, was provided with a felt tip which pressed downward on the paper directly over the position of the dot on the lower strip. This device could actually produce smooth raised lines with heights up to about 0.01 inch. It was cumbersome to work with, and it possessed the further disadvantage that the rubbing of the felt over the paper tended to erase the raised lines even as they were being formed. It is this effect which limited the height of the lines to 0.01 inch.

Still another rather interesting, but not very useful, method for producing raised lines on paper was discovered some months ago by Mr. Sewell. In this method a piece of ordinary bare copper wire, approximately 1/32 inch in diameter, was laid under the paper. If a V-shaped tool were then brought down onto the surface of the paper with the wire lying between its points, a very beautiful raised line could be produced by moving the tool. It was, of course, necessary that the wire beneath the paper always move in such a way that it lay between the points of the tool. This method might perhaps have application to the production of very simple drawings, such as series of parallel lines or rectangles.

BROOMS FROM SIGHTLESS CRAFTSMEN

GENEVIEVE BECK

When I came to the Connecticut Institute for the Blind in Wethersfield, as a telephone switchboard operator and receptionist—a post which I do not need sight to fill—I knew that blind people made brooms, but I didn't know just how. When I learned that broommaking was an important trade at the Institute, I determined to satisfy my curiosity.

Andrew Heigelmann, the foreman, was good enough to explain it all to me, and to show me around. Once I got used to the roar of the machines, I could hear what he was saying. Perhaps you, too, would like to know how blind people make brooms.

It all starts with the broom corn, or hurl, as it is called; and I touched it all around me, stacked in bales weighing 200 or more pounds each.

"This hurl has to be sized, sorted, stemmed and dyed before it's made into brooms," Mr. Heigelmann told me.

Tony Kurstikowski, a totally blind man, took care of the sizing operation. First of all,

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The writer of this article, herself blind, has been employed in the Department of Trades of the Connecticut Institute for the Blind on Ridge Road, Wethersfield, as telephone switchboard operator for the past year. She has had some fiction published and was a former student of creative writing at a midwestern university.

he gauged his stalk of hurl, holding it in a vise while measuring it. This was thrown into a container and taken mechanically to a saw where the surplus stalk was cut off. Moving belts conveyed the stalks of hurl to their proper boxes underneath.

Joe Stuto, who has been at the Institute only a few months, was sorting the corn. This operation is easy, and well suited to a beginner.

Jim Carney was stemming the sorted hurl. This seemed simple, too, and I decided to try it. After diligent searching, I found the thick stem with suckers on it and pulled it out. It was exactly in the center.

John Foley, an old-timer, carried the treated hurl into the basement to be soaked overnight in a natural green solution. It is with the dyed hurl on the following morning that the technical part of broommaking begins.

Mike Renkiewicz has been a winder for many years. He worked so fast on his factory broom that I thought I could never follow his operation; but when he began a new broom, I watched very closely.

He passed a wire that was wound on a large roller through a hole at one end of the handle. It looked as if he were threading a giant needle. He tightened the first layer of hurl with this wire, then put in place two bunches of hurl, one on each side of the handle, to form the shoulders of the broom. He hammered these down and whacked off the thick edges with a sharp knife.

"Now the turnover!" shouted Mr. Heigelmann, above the clamor of the clattering machines.

Mike spread hurl alongside the handle, tightened it with wire, and turned it over the shoulders. He shaved the edges which stuck out from underneath to a sharp point just like a pencil. Over this he spread long hurl, and tightened it at the neck with about eight strands of wire, making the first girt. Then followed two other similar girts about an inch apart, leaving two balls. He finished his whole operation by banging a tack into each of the girts.

Joe Davis, also a winder, was making Fox's house brooms, No. 6. These are made especially for G. Fox and Company. For these brooms he used white handles and the shorter, finer hurl. The balls of these brooms are covered with green velvet cloth, and instead of the wired girts of the factory brooms, there is a rundown of wire and an elaborate spiral finish.

On our way to the hackling machine, the foreman called my attention to some barn brooms, No. 10. The hurl on these was long and coarse, and the center was reinforced with Palmyra reed. He told me that rattan was also used for this underwork.

Arthur Dana, known as Doc, was scraping brooms on the hackling machine. Mr. Heigelmann stitched one of them on the stitcher, and let me try another. What I enjoyed most of all, though, was trimming a broom by pushing it against the cutters.

Never in sweeping a floor had I stopped to think of the many processes required to make a broom. I hate to admit that I never knew that such a plant as broom corn was grown. I turned to Mr. Heigelmann at the door, and asked him how many dozens of brooms his men turned out in a day.

"Well, there are nine of us now and we put out about six dozens," he answered.

That these blind men can manufacture brooms in their small factory is proof that they can manufacture other useful articles in other factories. The problem is to convince employers of this. If they would only visit the broom shop, as I have done, they would be bound to change their point of view. There are machines, of course, which are dependent on eyesight, but there are many machines which blind people can operate as well as sighted people, and often even better.

All they ask is to be given this opportunity to become useful, independent citizens by being given a share in industry.

ON THE BLIND WALKING ALONE, AND OF GUIDES

W. HANKS LEVY, F.R.G.S.

"The blind man who governs his steps by feeling, in defect of eyes, receives advertisement of things through a staff."—Digby

The above graphic lines show that the phenomenon of the blind walking alone in the streets was by no means uncommon 250 years ago, but the antiquity of this practice is far greater than the time of Digby, for we find in Holy Writ, that as early as the propagation of the Levitical law, the self-reliance of the blind in walking abroad without a guide was recognized and protected by the special command of Jehovah himself; thus we have in Leviticus xix, 14, "Thou shalt not curse the deaf, nor put a stumbling-block before the blind, but shalt fear thy God. I am the Lord." And in Deuteronomy xxvii, 18, "Cursed be he that maketh the blind to wander out of the way. And all the people shall say Amen." These passages forcibly show the special care of God, and are a striking rebuke to those shallow philanthropists who wish to prevent the blind walking alone, and thereby to deprive them of personal freedom, and so to aggravate the affliction of loss of sight.

It is not only in the sacred Scriptures that records are found of the independence shown by the blind of antiquity, for in the Greek mythology the subject is referred to in a most remarkable way. The ancients were so much struck with the circumstance of the blind walking alone, aided only by a stick, that, in their usual way, they made it a miraculous gift of the gods, and handed it down as an article of faith, that when the ancient prophet Teresias was deprived of sight for an offence against the gods, he was compassionated by the goddess Chariclo, who in pity for his misfortune gave him a staff, by which he could conduct his steps with as much safety as if he had the use of his eyesight. The importance to every blind man of acquiring the power of walking in the streets without a guide can scarcely be exaggerated. Loss of sight is in itself a great privation, and when to it is added the want of power of locomotion, the sufferer more nearly approaches the condition of a vegetable than that of a member of the human family. Of course he who possesses the ability of walking alone is not obliged always to practise it. If circumstances enable him to accomplish more by having a guide, it is desirable for him to do so; but even in this case the knowledge that he is not utterly dependent on a guide, and that if he were to be left alone at any moment he would be master of his own actions, and be enabled to direct his steps through the world, gives to him such confidence and comforting self-reliance which no other possession could afford. With the mass of those who are blind, however, there is little choice; they must either walk alone or sit still; and as health of body, tranquillity and vigour of mind, and the attainment of

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Reprinted from *Blindness and the Blind: or, A Treatise on the Science of Typhlology* (pages 68-77), published in London, England in 1872. Portions of this article, particularly reference to the long cane and the Seeing Eye gander, seem of sufficient current interest to justify its reprinting.

the means of subsistence largely depend upon the power of moving at will, it is felt desirable to offer a few hints to facilitate the acquisition of such an important object. One of the greatest aids to him who would walk by himself is a stick; this should be light and not elastic, in order that correct impressions may be transmitted from the objects with which it comes in contact to the hand of the user. The handle should be somewhat like a hook, and sufficiently large to be grasped firmly, so that it may not easily be knocked out of the hand; of course the stick should be suited to the height of the individual, but it should be rather longer than what would be used by an ordinary person of equal stature, and it should always have a good ferrule, that the length may not vary; the stick should usually be held in the right hand and placed horizontally about six inches in front of the person in an oblique position from the right hand to the ground. The hand should grasp the hook so as to be covered by the stick, and thus be shielded from injury when coming in contact with a post, or other similar object. When stepping, the stick should be waved alternately from right to left to correspond with the movements of the feet; thus when the right foot moves, the stick should feel on the right side, when the left advances it should touch the left side; and as the stick should always be held about six or nine inches from the feet, the ground will always be examined before being actually trodden. When danger from coming in contact with an object is apprehended, the regular motion of the stick from right to left should cease, and it should be instantly placed before the person in an oblique position, as above named, and should only touch the ground on the right and left sides at comparatively distant periods, it being borne in mind that the use of the stick is not only to discover the nature of the ground, but also to defend the walker from objects at rest. The left arm should be placed horizontally close against the chest, so as to be immediately advanced on the apprehension of danger. The pedestrian should keep in the middle of the pavement, so as to avoid alike the posts on the kerb, and the projections from the houses. His posture should be perfectly erect, that his face may not be injured by coming in contact with various objects. As little noise as possible should be made with the stick, and all the motions and actions of the walker should correspond, as far as practicable, to those of the sighted man, for the less notice that is attracted by the blind in the streets the better for their comfort. On coming to a step, its depth or height should be gauged with the stick, and this operation should be rigidly carried out, as the life of the individual may depend on the result. Comparatively quiet streets may be crossed without a guide, but those with considerable traffic should never be attempted. Just touching a first passer-by, and asking him to lead you across is much better than risking your neck or shattering your nervous system; and what if some churlish man refuse? such an one is his own tormentor, and may well excite our pity instead of provoking anger. But in general it will be found that ninety-nine persons out of a hundred will be delighted on the slightest solicitation to be for one moment eyes to the blind. On crossing a street without help all the faculties should be called in play to ascertain if danger exists. Before starting, the stick should gently sweep the ground in front, and no running should be attempted, the pace should even be slower than on other occasions. The greater the probability of danger, the more caution and self-possession are required. When steps, or other similar hindrances, are anticipated, the stick should be advanced to its full length, so as to perceive, at the earliest possible moment, the circumtances of the position. If the path be found strewn with loose earth, etc., it is a sign that caution is necessary, and the nature of the materials covering the ground will often indicate the kind of danger to be expected; the determination of this point is very much aided by the muscular sense as exercised through the feet, and for this reason thick shoes are objectionable. It may be mentioned that a light umbrella may be found useful. When not employed to keep off rain, it should be carried by the middle in the left hand, in which position it will be of occasional service in detecting objects on that side. The sense of hearing, it may readily be imagined, is a very great assistance, especially in recognizing the approach of persons and things. By its means the precise distance of vehicles may be ascertained, and it also detects the number and kind of foot-passengers that are near. To enter into a lengthy description of the services rendered by the auditory nerve to the blind who walk alone would be superfluous, as knowledge of this kind can only be obtained by experience, and all that is now attempted is to point out the course that should be pursued; and we do so in the full persuasion that the more such a mode is practised, the greater will be the knowledge and enjoyment of those who undertake the task.

It may, however, be remarked that when the clink of a chain is heard on the pavement, it may be inferred that barrels are being lowered into a cellar, in which case he who would avoid danger had better call out, and ask if "he can pass?" and the same should be done on hearing the sound of falling coals, or of any similar things on the pathway. The sense of smell is also of great importance to the blind pedestrian. He may be aided much by noticing the particular odours connected with different places, e.g., the scent of paint shows that a house has been newly painted, and therefore is to be avoided, unless he would spoil his clothes. The smell of beer, or of a damp, ill-ventilated place, shows that a public-house or other cellar is open; the scent of tarred sacks indicates that the iron over a cellar has been removed that coals may be delivered. The following shops may also be found by smell: grocers, butchers, bakers, oilmen, drapers, stationers, shoemakers, chemists, etc. By cultivation very minute differences may be perceived, such as telling a haberdasher's from a draper's. Scent will also enable a person to detect the approach of a sweep, or of a man carrying a bag of flour, and thus be the means of enabling him to avoid the effects of contact with them. The unrecognized sense, which we call "facial perception" often enables a person to recognize by sensation the nature and position of posts, the existence of private houses, shops, and blank walls, etc., and for further remarks on this subject the reader is particularly referred to the pages on The Unrecognized Senses, and to the portion of this work which treats of the five ordinary senses. With regard to the distance that may be travelled without sight, persons have been known to walk from Manchester to London, and some to traverse every part of the kingdom, as beggars and strolling players. When in Paris, a few years ago, we greatly surprised the blind with whom we came in contact by describing the way in which their English compeers traversed the streets of London, as walking without a guide seems quite unpractised by the French blind.

We cannot quit this subject without inserting an account of a village carrier, whose conduct forcibly illustrates the matter in hand:

"A stranger passing through Godalming on any day save Sunday at about noon, could not fail to be struck with the appearance of a cheery-looking old man, with a number of parcels and bundles hung about him in all sorts of impossible ways, and a small twisted brass horn slung from his neck. On closer inspection, he would perceive that this little hale old man, posting along at a rapid rate with a stout stick in his hand, but making no uncommon use of it, is blind, although an extraordinary intelligence lightens up the features and takes away that painful and melancholy look which often accompanies blindness in those who are the subjects of that greatest of privations. That is old George Marden, who for upwards of twenty years has acted as carrier between Humbledon and Godalming. During the whole of that period he has been totally blind. He is now considerably over seventy years of age, and yet he daily trudges between these places, which are four miles apart, calling wherever he is required, and discharging the responsible duties of his vocation with unerring accuracy. The road which he traverses is exceedingly intricate, being chiefly paths across commons, and otherwise involved, and he often has to make divergences for the residences of persons living off the main track. But old George never stumbles. A blast from his little horn makes known his approach, and whether at the cottage of the humble, or the mansion of the rich, there are few more welcome visitants, for he is a great importer of news and gossip, and never arrives empty-handed. During the severe snowstorms of last winter, when the paths which he traversed were completely obliterated, and it would have puzzled the keenest sighted individual to have made the journey, George Marden never missed a day, and it is believed never wandered out of his road an inch. Indeed, the old fellow's other perceptive faculties are wonderfully acute, and the inhabitants of Godalming declare that he knows every one of them as he passes, even though they do not speak—a belief which gains strength from the fact that he salutes them by name and never errs. It is said that he makes fewer mistakes than any other carrier in or out of the town, and there is no one who is more implicitly relied on for the performance of those numerous little commissions so often entrusted by the denizens of a village to the carrier to the nearest town. Old George enjoys excellent health, and is reported never to have missed a day since, nearly a quarter of a century ago, he first entered on his career as a carrier." (*West Surrey Times,* May 4th, 1867.)

The treatment of this branch of the subject would be far from complete were a passing mention not to be made of guides. When the cost of such an assistant can be met, and it is deemed advisable for anyone to avail himself of such service, the greater amount of intelligence possessed by the person engaged, the better will he be enabled to discharge his ordinary duties, and also to report accurately to his employer the nature of various circumstances that meet his view; but above all things, a father who is without sight should shrink from depriving his children of any advantages to make use of them as guides. He should remember that his children, although they are his offspring, have natural rights, and that by keeping his sons and daughters in a state of ignorance, and drudgery, he is reducing them to a condition far worse than blindness. It is too much to be feared that many parents have a great deal to answer for in this way, and the writer would earnestly impress upon them so to act, that in future years their children may speak of their blind father with thankfulness and pride, rather than with contempt and derision. Not the least remarkable among the guides of the blind is the faithful dog; the breed of the dog usually employed in this way is not much, and the appearance of the animal is far from striking, but his intelligence and fidelity are beyond description. To lead his master through the most crowded thoroughfares unhurt, to turn to the right or left when bidden, to cross roads only when quite safe for his feeble and helpless master to do so, to stand for hours with a cup or hat in his mouth, pitifully begging for pence, and to refuse to quit his charge for the choicest bone even when pining with hunger, are but a few of the virtues of this most instructive quadruped. And it may be noted that creatures with these qualities are common to every clime, and that persons afflicted with loss of sight, even when combined with deafness, are safe when under the protection of the faithful dog Tray; a little dog brought from the Crimea safely guided his master, who was both blind and deaf, for many months through the most intricate parts of Kent. But the dog has his rival, albeit a very humble one, among the goose tribe, and although it seems scarcely credible yet it is stated that:

"In a village in Germany, a blind old woman was led to church every Sunday by a gander, who used to take hold of her gown with his bill. When he had safely conducted the poor woman to her seat, he would go back to the churchyard and graze there until the service was over. When he saw the people coming out of church, he went back to his blind mistress and led her safely home. One day a gentleman called at the woman's house, and when he found her out, he expressed his surprise to the girl who opened the door. "Oh, Sir," she answered, "we are not afraid of trusting her out, for the gander is with her."

In an early part of this article allusion was made to the injury caused to health by the want of power of independent motion. This result must be so evident, that scarcely any observations upon it are required. It is, however, felt desirable to record here the fact that Dr. Blacklock, the eminent blind philosopher, divine, and poet, ascribed much of the physical weakness and timidity of nature from which he suffered to his not being allowed when young to walk abroad without a guide. And in the article, "Blind," written by him in the *Encyclopaedia Britannica,* he makes use of the following words when speaking of the blind child: "It is better that he should lose a little blood, or even break a bone than be perpetually confined in the same place, debilitated in his frame and depressed in his mind." Let not any one, however, be alarmed by these words of the learned doctor, for loss of blood and broken bones do not necessarily follow from the blind walking alone; in fact, it is believed that fewer accidents happen to the blind than to the sighted, in proportion to their numbers; and here the writer can speak from individual experience, and also from the knowledge he has of the cases of hundreds of persons in the same situation.

HOPE FOR CONTROL OF RETROLENTAL FIBROPLASIA

The Journal of the American Medical Association for February 26, 1949 (pages 572-578) contains a report on retrolental fibroplasia research by V. Everett Kinsey, Ph.D. and Leona Zacharias, Ph.D., of the Harvard Medical School and the Massachusetts Eye and Ear Infirmary, Boston. The report is concerned with the incidence of retrolental fibroplasia and its correlation with certain nutritional factors. Although no final conclusions are drawn, the report indicates that there is considerable evidence which, if confirmed by further research already on the way, may lead to the control of retrolental fibroplasia, the cause of blindness among so many prematurely born children.

LESLIE DANA MEDAL

The Leslie Dana Gold Medal for 1948, a national award given annually for outstanding achievement in the prevention of blindness and the conservation of vision, was presented on March 25 at a dinner in St. Louis to Dr. Lawrence T. Post of that city. This important award in the field of public health is given upon the recommendation of the Association for Research in Ophthalmology. Dr. Post is professor of clinical ophthalmology and head of the department of ophthalmology at Washington University Medical School. He is ophthalmologist-in-chief at Barnes Hospital, McMillan Hospital, St. Louis Children's Hospital and the Washington University clinics.

FOOT TRAVEL VIA HOOVER CANE TECHNIQUE TO PLACEMENT

PHILIP G. TRUPIN

LIKE FRANCES WRIGHT,[1] I, too, give the command "Hi-yo Silver" and my cane and I are on the way. The effectiveness with which I get about after only twenty hours training in the Hoover foot travel cane technique, makes me a champion of this method of travel for the blind.

Harold Richterman, a Hoover-trained foot travel specialist for the Industrial Home for the Blind in Brooklyn, was my instructor and supervisor. The other day he informed me that I had successfully completed my basic training. I had apparently overcome what Martha Miller[2] calls "a blind person's mos formidable limitation."

Silver has been and will no doubt continue to be an invaluable aid in my Professional Supervisors' Vocational Training Course a the Industrial Home for the Blind. Together we hope to serve the blind when the course is completed and I return to Vocational Rehabilitation Service. Silver, in the major role of "bumper" and the minor role of "probe" takes me in and out of the building, up and down the stairs, through the shops and all other parts of the Industrial Home for the Blind, with sureness and safety. My gait is steady and rhythmic and has lost all of that hesitant shuffling. This cane technique serves me well in subways, buses, and other means of transportation.

My enthusiasm for this method of getting about takes on new meaning because I am convinced that it will solve an important problem in the vocational rehabilitation of the blind. I remember only too well that during my two years of experience as placement agent for the New York State Vocational Rehabilitation Service many good employment opportunities did not result in actual placement because of the inability of the client to travel and move about freely. I recall also the many disappointments I experienced when lack of ambulatory ability caused the dismissal of blind people I placed. Permanent employment of the blind is possible only when they develop a maximum degree of independence and do not become the annoying responsibility of their employers or fellow workers.

The employable blind need a standardized cane technique for foot travel. Every blind person applying for placement should be trained by a qualified trainer to use this technique both indoors and outdoors. The method which Mr. Hoover developed at the Valley Forge General Hospital is advocated here because it is the only standardized training and guidance procedure for the use of the cane by the blind. I advocate the use of the cane because it is the most practicable and applicable for the majority of blind people.

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[1] Wright, Frances. "Foot Travel Without Sight." *Outlook for the Blind,* February 1947. pp. 37-38.

[2] Miller, Martha. Prologue to "Foot Travel Without Sight". *Outlook for the Blind,* November 1946. pp. 244-246.

Philip G. Trupin is a professional vocational supervisory trainee at the Industrial Home for the Blind, Brooklyn. He was formerly connected with the Vocational Rehabilitation Service for the Blind, of the New York State Commission for the Blind.

The ability to effectively get about should be included in the vocational assets of the blind person's vocational rehabilitation plan. In selling the visually handicapped to industry, the employer should be informed that the person recommended has been trained to operate his punch press, drill, etc., and also trained in standard foot travel technique. He will then know that his blind employee is able to travel to and from the plant; that he will not need the assistance of other employees to get to washrooms, rest rooms, etc., that his use of the indoor travel technique will enable him to get through the aisles with safety and sureness, without disturbing other employees, and without turning over stacked-up materials in the aisles.

It is agreed by those who are concerned with the problem of foot travel by the blind that the "Hoover way" alerts the five natural senses referred to as "aural, olfactory, tactile, kinesthetic, and obstacle." Recorded experiences prove that this state of alertness of the senses becomes habitual, and sharpens them for other purposes besides foot travel. The confidence gained carries over into the productive skills.

One of the most important and serious problems of the blind is their economic rehabilitation. A part of the solution to this problem is to minimize the basic restriction in "the ability to get about".[3] I agree with Mr. Hoover that "a blinded person using a cane to the fullest advantage is recognized as a blind person, but if the actions are engineered effectively, the attention drawn to the person will be favorable attention".[4] It is this favorable attention that will open for the blind many employment opportunities which will translate themselves into placements.

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[3] Lowenfeld, B. "Psychological Aspects of Blindness." *Outlook for the Blind,* February 1947. pp. 31-36.

[4] Hoover, R. E. "Foot Travel at Valley Forge." *Outlook for the Blind,* November 1946. pp. 246-251.

THE BLIND MASSEUR IN FRANCE

JOHN PASCAL

Before the first world war, there were, no doubt, few blind masseurs in France. We may suppose that they had no professional training, like the greater number of masseurs of that period. Probably they worked individually on their own account.

After the world war of 1914-1918, resulting in so many of the wounded combatants becoming blind, a school was opened for them in Paris. The studies undertaken were still very superficial, but it was a beginning!

These first masseurs, having received their slight training, were able to work up private clientele, thanks partly to the halo they enjoyed in public opinion after the great war. A certain number of them succeeded in finding employment, especially in military hospitals, benefiting by the posts reserved for those wounded during the war.

Between the two wars, a few special schools for blind masseurs were opened in Paris. The principal one is The Félicien School of the Valentin Haüy Society for the Blind, which is the best as regards organisation. Another deserving mention is the school of massage of Phare de France, the committee of which is Franco-American. I learned

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M. John Pascal is a masseur at the Hopital de la Timone, Bureau des Entrees, Boulevard Baille, Marseilles, France massage in that school before the last war. A third is the federation of the civilian blind. A school for the blind organized by the Sisters of Saint Vincent de Paul also trains a small number of blind masseurs. These schools still exist. All of them are the same, more or less, as to the value and organization of classes, teaching and necessary material, etc. All present their pupils every year at the official examinations to obtain the diploma of massage, given by the state since 1927.

The laws of 1943 and 1946 have organized and regulated the profession of massage, as well as other professions related to medicine. It is necessary to attend high school to be admitted to these schools of massage, or to pass an entrance examination. The classes last two years and include a term of probation in a hospital. Certain facilities are allowed the blind masseurs, to pursue their studies, and qualify for their diploma. The examination in gymnastics should, however, we believe, be only optional.

It would be desirable, for the French schools to imitate the English schools in the training of blind masseurs and take suggestions from these English schools. Their professional training would certainly be more complete. We may hope that the blind gymnasts will become in the future real physiotherapists.

For the last ten years, the board of social assistance at Paris, has accepted a certain percentage of blind masseurs, men and women, on its staff. Also, a certain number of blind masseurs work in the civil and military hospitals. As to myself, I was employed in two hospitals at Toulouse, before becoming attached to a large hospital at Marseilles. I live and work under good conditions.

Some blind masseurs work for the season in thermal establishments. That is what I did last year. Many masseurs work on their own account, especially in Paris, and succeed in making themselves a very good position. There are actually 150 blind masseurs, men and women, grouped in a friendly society connected with the national federation of syndicated masseurs. By this means it is possible for them to defend their own professional interests, as well as those of individual blind and seeing masseurs.

The French blind masseurs have a quarterly newspaper in braille, which informs them in regard to all questions which may interest their profession. It is to be hoped that it may succeed in attaining the same importance and may be as interesting as the Journal of Physiotherapy, published by the National Institute for the Blind, in London.

Massage is certainly one of the professions which is most adaptable for the blind. However, a good education, average instruction, good manners, and excellent morality are necessary.

Needless to say, professional training is very important and one should be well informed in regard to the professional questions of the moment. It is then possible to work in hospitals, in clinics, in thermal establishments, in institutions for massage, etc. To work on one's own account, it is necessary to have a well-equipped consultation room and a comfortable lodging. This is not possible for the great number of young masseurs. Success depends on necessary aptitudes, competency, patience and a strong will.

APPOINTMENT

Miss Katherine Barrett, formerly Co-ordinator for Handicapped Children, Board of Education, Chicago, Illinois, has recently been appointed director of the Bureau of Exceptional Children, Board of Education, Chicago. Miss Barrett directs the work of the sight-saving and braille classes, as well as the classes for the deaf and hard-of-hearing and the home instruction program, and coordinates the medical, social and placement services for the crippled in the Chicago public schools. She is well qualified to fill this position.

BOOK REVIEWS

Society and the Visually Handicapped. By Ras Mohun Haldar. 142 pp. Thacker and Co., Ltd., Bombay. 1948.

Society and the Visually Handicapped is a companion volume to *The Visually Handicapped in India: Education of the Blind* (1943) and was supposed to have followed that book into print the following year. War conditions in India prevented this, however. Since both books were written primarily for an Indian audience, those points are stressed which need emphasis in terms of Indian customs and traditions. The author, Dr. Ras Mohun Haldar, now consultant to the Indian Ministry of Education on matters relating to the physically handicapped, was previously principal of the Dadar School for the Blind in Bombay. He is playing an important part in awakening the educated public to an appreciation of the needs and capabilities of the blind.

Society and the Visually Handicapped may be said to have two functions. Clearly, its first purpose is the awakening of the public to the realization that India would benefit from the effective incorporation of the blind as active participants in the life of their communities. This calls not only for the formal training of the blind themselves but for the education of the whole community in ways and means of fitting the visually handicapped into the social and vocational life of the group.

No accurate figures are available as to the number of blind people in India. However, on the basis of existing information, Dr. Haldar estimates that there are at least 600,000 blind in India—in what is now India and Pakistan. Somewhat more reliable data indicate that only about 2,200 are receiving educational or other special services from the very few existing agencies. Not only are present-day provisions for the blind most inadequate in terms of the enormous need, but even the few agencies which exist appear not to be utilized to the full by the blind they wish to serve.

Although no mention of this occurs in the book, nevertheless it seems likely that the greatest resistance to the establishment and utilization of services for the blind would be by the millions of deeply religious but uneducated poor among whom there must be a high percentage of visual defect. Similar resistance has been found in other countries including parts of the United States.

A second function of this book is to suggest practical steps toward bringing into reality a well-rounded program of formal schooling, training in social living, suitable vocational education, appropriate occupational placement, and suitable provision against dependency. The striking dearth of provisions for the welfare of the visually handicapped may be judged by a perusal of Dr. Haldar's recommendations which cover every type of service existing today in the United States and Britain.

Although there will be ample opportunity for private agencies to grow in their work for and with the visually handicapped, he stresses the point that only the government can cope with the almost overwhelming task of formulating and putting into effect a well-rounded program which will reach India's hundreds of thousands of blind people.

It is a pleasure to know that Dr. Haldar is now in a position to play an active part in developing a national service for the blind and partially seeing.

—Kathryn E. Maxfield

The Braille the Blind Want. By Sir Clutha Mackenzie. Pamphlet. 16 pp.

For half a century, India with her many languages, scripts, and incidentally eight brailles, has been trying to arrive at a single code acceptable to all. A few years ago a small committee of seeing gentlemen, appointed by the Ministry of Education, produced Uniform Indian Braille, which the Ministry accepted. The government's own expert on blind welfare, at that time Sir Clutha Mackenzie, then attached to the Directorate of Medical Services, dissented, and with the assistance of a committee of blind braille readers, assembled what they termed Standard Indian Braille. The sighted committee had based its braille on what Sir Clutha regards as the kindly misconception of the seeing—the belief that the form of each braille letter is far more difficult to memorize than is really the case, and therefore made symmetrical patterns as an aid to learning the dominating consideration. In doing so the committee abandoned all phonetic association between its new braille and International Braille as well as with all the current Indian brailles. This sacrifice aroused strong opposition from the blind, who in a number of conferences have asked the government to accept a braille based on the maximum of sound relationship with the original French and English brailles, and which constitutes a rough and ready same-sound/same-sign or same-letter/same-sign relationship between most of the world's brailles. In a pamphlet just issued, *The Braille the Blind Want,* Sir Clutha Mackenzie, himself blind, explains the considerations which lie behind the great desire of the Indian blind for a braille which would continue their old ready access to the braille literature of other countries.

To the educated blind Indian, still almost solely dependent on the flood of English braille pouring from British and American presses, it is naturally of first importance that the braille symbols of his mother alphabet should carry the same or nearly the same sounds in English; indeed, just as important to him as that they should carry the same sound in other Indian languages. Though the demand for English braille in India may gradually lessen as internal braille printing expands, the principle has of course worldwide application. Sir Clutha gives a present example in Malaya where four languages are in everyday use—Malay (Arabic script), Tamil (South India), Mandarin Chinese and English. With minor modifications the Malayan government has adopted the Tamil and Arabic braille from the Standard Indian Braille chart and adapted Chinese Mandarin Braille to fit the same chart. Sir Clutha does in fact point out that the initials, S.I.B., can stand interchangeably for Standard Indian Braille or for Standard International Braille. He finds that quite a number of people are apt to harbor misconceptions because they cannot divorce their long associations with visual alphabets from their minds; such, for example, as those who feel that in some mysterious way the maintenance of phonetic uniformity between the original European and Oriental brailles will exert a Romanising influence on the latter. "All over the world," says Sir Clutha, "the blind are using the same characters—not Roman, not Chinese, not Arabic, not Devnageri, but braille and only braille."

Sir Clutha recognizes the teaching value of braille patterns in elementary instruction; but he and his co-workers point out that alphabetical sequence holds small place in modern teaching methods and that teachers have their own ways of grouping braille letters the better to aid the beginner. In any event, symmetry soon loses this limited value for few days pass before the pupil is subconsciously associating a form with a sound without analyzing the number and angle of the dots. On the other hand, to the blind who learn a second language, constant phonetic braille values are a never-failing aid, not only in the task of learning, but also in reading a foreign language with the least extraneous disturbance. We can realise what this must mean in Asia where educated people commonly speak two or three Asiatic languages and a European one besides.

Sir Clutha says he had not intended to reenter the discussion after he left India in 1948, but that many public references to his work have given him the right to reply, and, more than that, that the decision to be made in India, where so many linguistic areas overlap, has an important bearing on the usefulness of braille throughout Asia and indeed internationally. He suggests "that the guiding principle in our approach should be that the wider the application of uniformity of sound, the more valuable the braille will be, provided always that the braille, as an effective medium for expressing each mother-tongue, will suffer no counterbalancing loss."

BRAILLE READING CONTEST

The first Braille reading contest to be held in the United States took place in New York on Saturday, January 29, 1949. It was arranged by the American Foundation for the Blind, and fifty-seven blind persons from twelve states, journeying from as far west as Champaign, Illinois and St. Louis, took part in it.

The contestants were divided into three groups, each with its own reading selections and prizes. The first group consisted of juvenile readers, under seventeen years of age (Classes I and II combined); Class III included blind adults who had learned braille before they were seventeen years old; and Class IV, those adults who had learned braille after seventeen years of age.

The morning session was given over to the preliminaries. Twelve contestants started in the Juvenile Class; seven in Class IV; and thirty-eight, the largest number with the keenest competition, in Class III. Each contestant read two selections, a short one in prose without preparation and a poem after a few minutes preparation.

The arrangements for the contest were made by a committee consisting of Professor Helen G. Hicks of the speech and dramatics department of Hunter College; Miss Jane Rose, director of women's recreation of the New York Association for the Blind; Dr. Michael Geffner and Dr. Berthold Lowenfeld. Professor Mary Margaret McCarthy of the speech and dramatics department of Brooklyn College; Miss Josephine Taylor, director of education of the New Jersey State Commission for the Blind; Mr. William Barbour, supervisor, Talking Book studios of the American Foundation for the Blind; Mr. John Brewster, Talking Book reader, and Professor Hicks and Miss Rose served on the two panels of judges for the morning session. In each class, three contestants were selected to compete in the afternoon finals.

The finals took place before an audience of about 300 guests who warmly greeted the distinguished members of the panel of judges: Mr. Clifton Fadiman, the noted radio personality and literary critic, who served as master of ceremonies; Miss Helen Hayes, the famous actress; and Miss Emily Kimbrough, the well-known writer and lecturer; together with Professor Helen G. Hicks and Miss Jane Rose. The audience followed the readings of each contestant with intense interest and rewarded them with well-deserved applause. In the Juvenile Class, Miss Bernice Tabach won the first prize and cup, Miss Kathleen Dalahunty the second prize, and Miss Marcia Mendelson the third prize. All three are New Yorkers. In Class III, Mrs. Helen Barshay of South Ozone Park, Long Island, won the first prize and cup, Miss Margaret Foley of New York the second prize, and Mrs. Rosalie F. Gay of Hartford, Connecticut the third prize. In Class IV, Miss Barbara Heckel won the first prize and cup, Miss Theresa Wood the second prize, and Miss Emily Heil the third prize. All three are New Yorkers. Diplomas of merit were awarded to: Fedora Bessette, Pawtucket, Rhode Island; Ellen Bocci, Little Falls, New Jersey; Mary Brunoli, Avon, Connecticut; Frances Buckley, Cambridge, Massachusetts; Rita Drill, Philadelphia, Pennsylvania; John de Francesco, New York; Josephine Graham, New York; Charlotte Rohr, New York; Constance Ryan, New York; Michael Supa, Binghamton, New York; Ruth Welles, New York.

The poems read in the finals were: "Smells" by Christopher Morley, "To the Thawing Wind" by Robert Frost and "Prelude to Western Star" by Stephen Vincent Benet. Prose selections included "On Thinking" by Helen Keller, "From the Art of Living" by James Truslow Adams, "Appointment in Bagdad" by Edith Wharton and "On Weather" by Jerome K. Jerome.

A cup and prizes of twenty, fifteen and ten dollars were awarded in each category.

According to all reactions—those of the participants, the judges, the audience and the press—the first American braille reading contest was successful in every respect. Such contests have been held for many years in England under the auspices of the National Library for the Blind. The American Foundation for the Blind plans to arrange for such contests annually, on a regional and even national scale.

EX-SENATOR GORE DIES

One of the most picturesque members of the United States Senate during his three full Senate terms and a short term, and the first blind man to be elected to that body, Thomas Pryor Gore, former Senator from Oklahoma, died in Washington, D. C., March 16 at the age of seventy-eight. He had lost his sight as a result of two accidents in early childhood.

Born in Webster County, Mississippi, he was the son of a farmer who became a lawyer late in life. After serving for a year as a page boy in the Mississippi Legislature, young Gore decided to take up law, and became a school teacher for three years in order to earn money with which to attend law school. Shortly after entering Mississippi politics, he moved to Texas, where he ran for Congress but was defeated. In 1901 he moved to Lawton, Oklahoma, which became his permanent residence. When Oklahoma was admitted to the Union in 1907, he became one of the first two Senators from that state, for a short term.

Spoken of in the Senate after his death as "one of the marvels of modern times", Senator Gore had an extremely varied career. He was endowed with a bright mind, a ready wit and a remarkably retentive memory which enabled him to digest the details of legislation as they were being read to him. His wife, the former Nina Kay, whom he married in 1900, and who survives him, was literally the Senator's eyes in much of his work. He sponsored much legislation dealing with farm credits and Indian affairs. The legislative achievement of which he was most proud involved his defeating, by means of a filibuster, legislation which would have deprived the Osage Indians in Oklahoma of oil royalties estimated at $30,000,000.

THE SUGGESTION BOX

By The Technical Research Department

Omelet Pans. These split frying pans, hinged at the center, were a war casualty until this year. The Mars Engineering & Mfg. Co. of Burbank, California, have just put into production a new model made of pressed aluminum. The metal is of much thinner gauge than was employed in prewar versions, but since the best omelets are cooked at low temperatures, the pans should still prove satisfactory. The diameter of the pan is ten inches. The handles are plastic.

A fuller description may be in order for those who have not come across this particular utensil before. In effect, two semicircular skillets are hinged together at the center in such a way that one can be turned over to sit atop the other. They are invaluable for making filled, folded omelets, and are handy for other foods which are difficult to turn. They can also be used for keeping two foods separate, to be fried at one time. If the pan is used only because of the ease of turning, quantities which can be accommodated are, of course, cut in half. The price, postpaid, is $1.60.

More About the Raised Lined Drawing Kits. These kits, which are now in stock, contain the following equipment: one clip board with a covering of 1/16 inch gum rubber, one special ball-point pen, filled with a lubricant instead of ink, one special three-cell gooseneck slate designed for a hollow stylus, so that the braille symbols may be incorporated into sketches, one hollow stylus, and 100 sheets of special cellophane for the drawings. It has been found that sketches can be made in duplicate with no loss in height, with very little additional pressure. The lines are entirely tangible on the upper side of the sheet as the drawing progresses. In case difficulty is experienced with piercing when the braille dots are applied to a single sheet with the hollow stylus, this can be eliminated by placing a piece of scrap cellophane beneath the top sheet.

Production costs on this first quantity of kits were extremely high. Nevertheless, it has been possible to offer the kits at a postpaid price of $5.00.

Braille Slate. For use with the drawing boards, a special, 24-cell, hollow stylus slate, similar to the model supplied as standard equipment, has been devised to serve also as a straight-edge and ruler and for marking divisions on graphs. This consists of a double strip of metal ten inches long and ½ inch wide. The bottom strip carries, towards the open end, the 24 cells with upraised dots. The top strip, of course, carries rectangular openings over the bottom cells. Since the openings are spaced a quarter inch, center to center, and since dots have been placed on the top strip at every inch, it can be used as a measuring aid in laying out sketches. A hollow stylus is included.

It should be pointed out that the use of a hollow stylus in connection with the raised line drawings does not imply that the hollow stylus could be used regularly for writing braille. In the first place, braille can only be written slowly and with great care by this method. And in the second place, the risk is always present that the paper (in this case, cellophane) may puncture, or the dots may not be uniform. However, to assure maximum utility of the raised line drawings, a hollow stylus was employed in order that the braille, too, could be added without turning the sheet.

Again, because of the small quantities, the cost is high—postpaid, with stylus, $2.50.

Draftsman's Compass. If there is sufficient demand, it will be possible to supply a very fine draftsman's compass, manufactured by the Morilla Company, and equipped with a special ball-point tip. It has a maximum capacity of an 8-inch circle. If a supply is ordered, the price will be $4.25, postpaid. Do not place orders or send money. If interested, merely indicate the intention to order.

Modern Michigan. Some time ago a new game called Modern Michigan was announced, at a price of $5.00. The kit consists of a "boodle board" which is a circular holder with four cut-outs for holding the "boodle" cards, carrying braille indications of the denominations and suits. This is mounted so as to revolve on a fabrikoid-covered base. There is also a deck of cards, brailled, a container for holding chips, braille instructions, and inkprint instructions. The kit is attractively boxed. The price has now been reduced to $1.75, postpaid.

Recording Instructions. Beginners in home recording sometimes have many questions and uncertainties, and many will welcome the book which Audio Devices has released to make recording easier. The title of the book is *How To Make Good Recordings*. It contains 128 pages of simple, informative material. Unfortunately, it is available only in inkprint. The price is 95¢, postpaid.

Factory-rebuilt Soundscribers. Some confusion appears to exist in the minds of many people between Soundscribers and the All-Purpose Sound System adapted for embossing. The Soundscriber is a special piece of dictation equipment which records by embossing on discs up to seven inches in diameter. It measures 10″ x 12″ x 8″. It cannot be used with any other type of record except these small Soundscriber discs. This means that it is simpler to operate than the All-Purpose machine, which requires more controls in order to accomplish its multiple functions. This, in turn, means that, where inexperienced readers are expected to make their own manipulations while producing recordings, the authentic Soundscriber machine will probably be more nearly foolproof.

A limited supply of factory-rebuilt machines has been secured from the manufacturer. Two vintages are available. One sells for $75.00, F.O.B. New York, and the other is priced at $110.00, also F.O.B. New York. Most of the models are of the office type; that is, they are polished walnut—but two are portable units. The portable units are both of the $75.00 vintage. The ordinary price of this equipment, new, is over $300.00.

Teaspoon Measure. The Williams Manufacturing Company, 3819 Wisconsin Avenue, St. Louis 18, Missouri, has asked us to announce a new one-teaspoon liquid measure which is claimed to be an improvement over the earlier half-teaspoon measure. In order to introduce, at the same time, some clothes markers, they offer the liquid measure together with six markers at a postpaid price of $1.00. The markers are small brailled aluminum tabs to be sewn to the garment. The desired colors should be specified when ordering, and all orders should be sent directly to the manufacturer.

Self-threading Needles. By the time this appears, the stock of self-threading needles will probably be exhausted. A word of apology is due to those who ordered several packages, only to receive one with a refund. Sales were limited because the demand was too great, and it was felt that the small supply should be spread out as widely as possible.

Price Changes:

The Magnagrip, magnetic tool holder, is now $2.50, instead of $2.25.

The 230 Micrometer is now $22.00, instead of $19.00.

The 231 Micrometer, with inkprint vernier scale, is now $25.75, instead of $22.00.

Morocco wallets (three pockets) are now $3.50, instead of $4.00.

The G. I. Recording Unit only is now $19.00, instead of $17.00.

Raised Line Stationery. This item will be discontinued, unless there is a greater demand. If enough people express interest, efforts will be made to find a cheap source of supply.

Metropolitan Readers may sometimes wonder why certain articles readily available in their communities, like Quickee Hand Cream, for example, are listed in this column. The reason is that a great many readers do not find such things in their localities. The original idea was simply to mention commercial products, but it very quickly became apparent that the need existed for a mail order service to meet the demands of people in smaller towns. Incidentally, one reader reports that steady and daily use of the hand cream caused excessive dryness of the skin.

Mary Murrah Fund. The income from the Murrah fund, which the Walter G. Holmes Foundation of Georgia has set up, will this month be applied to furnishing Baby Ben clocks to applicants who best explain their needs.

DR. IRWIN RETIRES

The board of Trustees of the American Foundation for the Blind at a meeting on April 6 accepted with deep regret the resignation of Dr. Robert B. Irwin as Executive Director of the Foundation. Dr. Irwin has been connected with the Foundation for nearly twenty-seven years and his resignation will take effect on August 31, 1949. He will continue as Executive Director of the American Foundation for Overseas Blind.

A committee was appointed by the Board to consider candidates for the position of Executive Director of the American Foundation for the Blind. The Board will announce Dr. Irwin's successor in the near future.

REV. PAUL SPERRY RETIRES

The Rev. Paul Sperry's retirement on January 31 from the Division for the Blind provided an occasion for an acknowledgment of his faithful service, over more than half a century, to the blind of the nation's capital, and of his long association with the Library of Congress.

Mr. Sperry's connection with the Library of Congress began when the Library was located in the Capitol building. Later, after the establishment in 1897 of the Library's "Room for the Blind" under the supervision of Miss Etta Jocelyn Giffin, Mr. Sperry, then a student at Columbian College (now George Washington University), gave his time and talent by providing piano recitals on Friday afternoons for groups of blind visitors who assembled weekly for music and author readings.

In the years following, during his pastorate at the Church of the Holy City on 16th Street, Dr. Sperry officiated at the funeral services of his parishioner, Mr. Paul J. Pelz, designer and architect of the main building of the Library of Congress. During his 27-year pastorate of the Church of the Holy City, too, Mr. Sperry continued his active association with work for the blind.

From 1932 until 1946 he served as director of the National Library for the Blind, which was then one of the regional distributing libraries of books for the blind of the Library of Congress. When, on November 1, 1946, the activities of the National Library for the Blind were consolidated with those of the Division for the Blind in the Library of Congress, Mr. Sperry joined the staff of the division.

Mr. Sperry's many years of experience in work for the blind, particularly with respect to developments in the use of braille, have been of outstanding assistance in the division's present program.

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OUTLOOK *for the* BLIND

and THE TEACHERS FORUM

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AMERICAN FOUNDATION FOR THE BLIND

STATEMENT BY ROBERT B. IRWIN REGARDING ASSISTANCE TO THE BLIND BEFORE THE WAYS AND MEANS COMMITTEE–HOUSE OF REPRESENTATIVES

MARCH 4, 1949

FOR MORE THAN EIGHTY YEARS cities and states in this country have maintained special pensions or special relief for the blind. This group of handicapped people has more need of special treatment than has any other handicapped group. Largely through the efforts of the blind people themselves categorical aid for the blind was in operation in more than half the states of this country before the passage of the Social Security Act in 1935. These more or less inadequate special relief laws were set up because the blind discovered that those directing general relief work did not understand the special needs of the blind and did not give them the consideration and help which the American taxpayer was prepared to afford.

When the Social Security Act was enacted through the efforts of men still on your Committee and of men still in the Senate, Title X providing special assistance to the blind was incorporated in the law. This chapter of the Act, in spite of some defects, has been the greatest boon ever granted to the blind. Blind people therefore look with misgiving, almost suspicion, on any proposal to make major changes in the law. They want to be certain that categorical assistance for which they have fought for many decades will not be lost to them. Above all, they dread any merging of their aid in a general assistance program. While H. R. 2892 makes it fairly clear that any plan to be approved by the Social Security Administration must take into account the special needs of the blind, and while it expressly stipulates that categorical treatment of any group may be carried out under the law, if passed, Sections 4 and 5 (pages 16 and 17), seem to contemplate that by 1951 Title X—so precious to the needy blind of the United States—will no longer function.

Blind people and their friends earnestly hope that before any bill is reported out of committee its language will make it crystal clear that Title X will be retained—it should be so clear that no regulation or no interpretation by a future unfriendly Administrator can eliminate it. If the categorical plan of assistance to the blind should be discontinued, tens of thousands of blind people will receive relief without an eye examination, and past experience has shown that these eye examinations have uncovered hundreds upon hundreds of cases which could have their sight restored with proper medical treatment. If categorical aid for the blind should no longer be provided, we would have no means of checking up on how well sightless people have been cared for under a general relief program, because no segregated records on the blind would be kept. Witness states in which blind people over sixty-five are now classified with the old aged. For example, the state set-up in New Jersey makes it slightly to the advantage of the counties administering assistance under the Social Security Act to classify their elderly blind people as aged rather than as blind. No eye examination is required of the aged, and as a result New Jersey has no idea how many aged blind people it has. Worse still, these blind people who might receive services from the State Commission for the Blind are seldom referred to that agency for home teaching and other help.

The American Foundation for the Blind has watched the operation of Title X ever since its passage. About two years ago it decided to make a series of spot studies in nine states in order to determine (1) whether or not the current criticism of the blind relief program is well-founded; and (2) if so, to what extent the faults are due to poor administration, and to what extent they are due to provisions in the law itself. We found that there was much room for improvement in the program, part of which could be corrected by better administration and part of which would require changes in the language of the law. You will be interested to know that in most of these states the state directors welcomed our suggestions regarding improvements in administration.

We would recommend the following amendments to the text of Title X:

1. That the clause providing that "the state agency shall in determining need, take into consideration any other income and resources of an individual claiming aid to the blind" be so modified that it will permit of a relief administration which will stimulate, not discourage, vocational rehabilitation. As relief is administered today a blind person who is undertaking a long uphill climb back to self-support is discouraged by the administrator of his relief. Under the present practice a blind man who is receiving $50 a month in relief, for example, frequently finds that when he returns to work and first begins to adjust himself to working in the dark, his earnings are not more than $10-$25 a month. Does the relief administrator try to encourage him to continue his efforts to earn and gradually increase his production by making it possible for him to have more money as a result of his employment? No, he is not permitted by law to do so. In some instances a small allowance is made to the blind person for carfare and guide service, an expense he would not incur if he were not working. After such expenses are met a dollar is deducted from his blind relief grant for every dollar he earns. As a result he finds that at the end of the month he does not have a cent more to spend because of having worked than he would have had, had he stayed at home. Under these conditions a blind person acts just as a seeing person would under similar conditions—on a cold rainy day or when it is inconvenient to go out, he falls into the habit of staying at home. As a result the blind relief system tends to work at cross purposes with the vocational rehabilitation program. We strongly recommend that Title

X be so amended that a few hundred dollars of a blind person's earnings will be disregarded when calculating his resources in determining his relief grant. As he increases his earning power his grant should be gradually reduced, not dollar for dollar of earning, but by less than a dollar for each dollar earned, so that he will always have a financial incentive to work.

2. That a clause be inserted in Title X directing the Administrator to take into account, in determining need, the special expenses of the blind, because it costs a blind man more to live than it does a seeing person. When this is not done, the blind recipient of relief receiving the same amount of aid as a seeing recipient, is compelled to live on a lower standard than his seeing neighbor in similar economic circumstances.

3. That the question of whether or not the Federal government or the state has the power to determine the meaning of the term "needy individual who is blind" or "blind individual who is needy" be cleared up by setting forth that the state shall have sole authority to determine what constitutes "a needy individual who is blind."

Experience has shown that the stipulation in H. R. 2892 that all assistance and welfare services shall be administered or supervised by a single state agency is unwise so far as the blind are concerned. If you recommend the passage of this bill, assistance and welfare services to the blind should be made an exception to the general rule that all assistance and welfare work be carried on by a single state agency. For such an arrangement you have a precedent in the Barden-LaFollette Vocational Rehabilitation Act, which in general requires that vocational rehabilitation be carried on by a single state agency, except that in the case of the blind vocational rehabilitation shall be carried on by the same state agency which administers other services to the blind.

We would also recommend that in Sections 4 and 5 of Title XIV (H.R. 2892) where Titles I, IV and X are virtually discontinued in 1951, the Roman numeral *X* be deleted so that assistance and welfare services to the blind may continue to be administered under that title.

If the variable grant is included in Title XIV, it must be included in Title X, otherwise the states will soon succumb to the temptation to deal with the blind under a general relief program in order to get more money from the Federal government.

Whether your committee decides to expand an assistance program, as contemplated in H. R. 2892, or not, we hope that the recommendations regarding changes in Title X will be acted upon favorably, as the amendments are long overdue.

PUBLIC ASSISTANCE OR REHABILITATION
DOLE OR WAGES

R. LAWRENCE THOMPSON

THE WRITER has had Florida sand in his shoes from Key West to Pensacola and over the past two years has been in the field in this state three-fourths of the time and has visited hundreds of applicants for rehabilitation services. With dry sand powder fluffing about his

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Mr. R. L. Thompson is industrial specialist for the Florida Council for the Blind.

ankles for all the world like petrified New England snow, and then with a pleasant wade through water half way up to his knees as he passed low spots on these powder sand streets after one of our famous deluges of tropic rain, he has admittedly had troubles. It has not been these factors nor those of color, lack of education or physical handicap, but the fear of insecurity in our economic world which has proved to be the greatest barrier to the rehabilitation of our able blind. This fear keeps most of our able blind on Aid to the Blind or Aid to Dependent Children. Examples can be multiplied, but these two will suffice: a Negro client with three children and a sighted wife, earning $12.00 a week, receives $45.00 per month aid to the blind. He had been a prosperous cook up to a year before our meeting and he wants to earn his own way. A job opening is found with a linen supply company which will net him about $16.00 per week. Taking this job would mean that he would probably lose his grant in part and that his wife would have to give up her job and stay home with her children. The welfare board could not give me the facts which would have indicated immediately what part of his grant would be cut off if he accepted this work. The result is that the wife continues to work; the husband is still at home and dependent on Aid to the Blind. One cannot blame him for his decision to continue receiving his sure $93.00 per month rather than chancing an income reduction to a probable $65.00 per month earned from the job at the linen supply company. We all know that the cut would not have been complete but the fear of losing the little security he had and our inability to give bona fide assurances that this fear was unfounded and that he would have more dollars per month, if he worked, meant that rehabilitation into an individualistic economic world was impossible.

Still another client, white, unmarried, totally blind and receiving $45.00 per month aid to the blind had, while in her later teens and twenties, sung as a soloist on several of our large ocean liners and had a nation-wide radio program. Now in her thirties, she tenaciously hangs on to what she calls her "little security" and although she wants to get back into her profession, her fear of insecurity prevents her from taking the proper steps. It was even necessary to give her all sorts of assurance that a physical examination, a requirement of the rehabilitation department, would not in any way interfere with her "little security". This fear might be dissipated by intensive case work which neither the welfare department nor our department seem able to afford.

It is clear that those of us who work for the assistance agencies and the rehabilitation agencies all believe that *the desired end for the able, is rehabilitation.* We also recognize that the laws providing for public assistance to the blind make *relief the objective* rather than a means to the goal of *rehabilitation of the able blind.* To show how public relief as now set up is essentially an end and not a means toward rehabilitation, here are a few examples: Aid to the Blind apportions money on the basis of need, but in our economic world, the world into which the rehabilitants must go, payment is based on hours worked and amount produced. Most Aid to the Blind clients work hard to show maximum need in order to obtain the maximum grant. This fosters a state of mind that one is better off not to work for a wage, but to supplement the grant by odd jobs, selling from door to door, panhandling or other work, the income from which can easily be hidden from investigators. Such work together with aid to the blind offers more security to the able blind man than a job with an average wage in a none too stable economic world. To base relief on need alone does not harm those totally disabled because of age or physical disability. *But to base relief to the able blind on need alone is to force the individual into* *ways of secrecy and dishonesty, and conversely to encourage no one to proudly show what he has been able to do for himself in terms of economic accomplishment.* It is a natural drive to want to do better than the next fellow. To crush this desire to do better in accordance with the accepted economic *mores* of our society is frustrating and debilitating to the individual.

It is difficult to know the best way to reinstate the desire to be rewarded economically, for what one produces rather than for what one needs. A pension might be given to every blind person. Money might be given to a parental agency as it is given to the parents of dependent children to be used for rehabilitation into our economic system. However, in reviewing H. R. 6818 (1948), a proposed revision of our present aid to the blind laws, it should be noted that the concept of need is not eliminated. Until such time as we put rehabilitation and welfare services to the able blind on the basis of productivity rather than need, we cannot hope for maximum success in rehabilitating these able blind into our economic system. The proposed bill, H. R. 6818 (1948), is a step in the right direction; although not eliminating the concept of need, it does allow a blind person to retain a stipulated portion of his assistance while earning money through his own efforts.

The blind compose the only group of able workers covered by categorical aid to which the needs test is made directly applicable. The Federal Security Agency is recommending the discontinuance of categorical relief such as aid to the blind, old age assistance and aid to dependent children, and the substitution of a system of relief supported by federal grants to the states for aid to all needy persons, embodied in H. R. 2645 (1949). This recommended legislation makes no effort to profit from the failings of the laboratory experiment of aid to the blind based on need alone. It fails to accept and recommend any one of the principles recommended as remedies aimed at encouraging the able blind to fit into our individualistic economic world, which remedies are equally applicable to able persons, other than the blind, who happen to be needy. We do want to encourage the human desire for individual independence, don't we? We do want to nurture the desire of individuals to graduate from the rolls of the needy, don't we? We admit that no system can be perfect but we do not want to multiply failings by a system of gross basic failings which could be remedied, do we? At present, needy blind persons whose grant-in-aid is equal to their needs for food, clothing, shelter, etc., cannot benefit from money earned by the "sweat of their brow", till their earnings exceed these needs. A dollar earned means a dollar taken from their grant check. Thinkers close to the problems arising from this system, who are active in organizations dedicated to the welfare of the blind, whose welfare is admittedly closely linked to the welfare of our nation and its economic system, unanimously recommended H. R. 6818 (1948), which would permit a blind person to retain a substantial share of his earnings over and above his maximum needs without entirely cutting off his relief grant.

The kind of pathology in these bills could unite the objective of aid to the needy blind with the prime objective of amalgamating able blind persons into our economic system now encouraged through the federally supported rehabilitation services.

We, in working for the blind, hope that legislators and those of us whom they represent will take time to study and will heed the lessons learned in relief to the needy blind based on need alone rather than on the fundamental desire of each individual to honestly increase his living standard through his own efforts. We hazard a guess that the principles embodied in bills such as H. R. 6818 (1948), would be sufficient to safeguard these basic human desires upon which our democratic system of life and progress is dependent.

The academic conflict between welfare relief and rehabilitation is a sign of healthful, intellectual life, but when this conflict resolves itself into one between being satisfied with a little bread and butter and the fear of no bread and butter for the individual blind person involved, it is regrettable. This conflict is productive of confusion and indecision in each individual concerned and is directly related to the existing conflict between the paternal, collective and needs philosophy as opposed to the non-paternal, individualistic and productive philosophy, both embodied in the conglomeration of philosophies which are basic to the working principles of the Federal Security Agency and all related organizations in the several states. The rift is not as wide as above indicated; it might be better described as a conflict between an over-protective parent, who fails to prepare his child to supply his own needs and one who protects and nurtures the child for the purpose of full growth in a world which demands that all who are able supply their own needs. Applying the above simile to the blind person is roughly comparable to the welfare board in charge of assistance (the over-protective parent) which threatens no protection if the blind person attempts to assert openly his economic independence, and the rehabilitation board (the protecting parent) which is urging, and planning to assist, the blind person to prepare for and gain economic independence to the full extent of his ability.

Further, if this needs philosophy should make serious inroads into our individualistic economy, as recommended by the Federal Security Agency, our whole competitive system might be seriously threatened. Which is it to be—dole or wages?

Bills exempting income (H.R. 6211 and H.R. 2990) have been introduced during the 1948 and 1949 sessions of Congress. These bills exempt all income such as return from investments, rents, and insurance, as well as wages. The principle of exemption is applied here but has not been thought out so carefully as in H.R. 6818, which exempts earnings only.

A STUDY OF FREE GUIDE SERVICE AT NEW YORK GUILD FOR THE JEWISH BLIND

RUTH ROTHMAN

THE TERM "free guide service" as used here, refers to the assistance of a sighted person assigned and paid by the agency to lead and direct the blind client when away from his home. To understand the problems involved for the Guild, as well as for its client group in the use of this free guide service, one must be aware of two of the more complicating factors; the administrative functional divisions of the agency and the long history of gratuitous services to the blind of which free guide service is only one.

While the social service department and the recreation department are two of the Guild's larger service divisions, the development of each of these departments within the agency has been somewhat separate. The emergence within the social service department of a philosophy of services to clients in case work terms came gradually to involve rethinking around the use of free guide

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Mrs. Ruth Rothman is a social worker for the New York Guild for the Jewish Blind. The above was written as a report, rather than as an article for publication, but we felt that it should be made available to other social workers.

service. This presented a considerable challenge both for the workers and for the clients since the service had previously been given as a compensating right to all blind clients of the agency who requested it. Earlier, a client who wanted the services of a guide for a trip away from his home whether for a clinic visit, necessary shopping or recreational purposes was usually given such guide service upon request. For the services of the guides the Guild paid gradually rising rates now amounting to $1.60 plus carfare for most trips with the exception of clinic trips which are more time consuming and which are paid for at a rate of $2.10 plus carfare. The client whose requests for guide service involved a series of trips over a period of time such as weekly or semi-weekly visits to the Guild Recreation Center had continued to receive such guide service after his case was closed with the social service department.

In the recreation division of the agency the same practice of free guide service upon the client's own statement of need had been established. Blind or partially sighted individuals interested in the full and varied recreation department program came in and registered for those groups and classes in which they were interested. This might involve trips to the Guild Recreation Center any number of days a week, depending upon the individual's interests. If he expressed his feeling of inability to travel alone or to secure the assistance of a family member as a guide, the client was granted the free services of an agency-paid guide.

Beginning with May 1947, a client applying to the social service department for guide service for any purpose was interviewed by a case worker. The client was helped to think about his reasons for asking for help and the possibility that he might in some way be able to meet or partially meet his own need. Since this same process had not been integrated into the recreation department and clients there, up to this point, continued to get free guide service on their own statement of need, some confusion and resentment began to be expressed by social service department clients.

The broad general problems regarding guiding were discussed with the social service committee of the Board and it was considered advisable for the agency to undertake a study of all free guiding situations. For this purpose, the case worker who makes this report was employed on a temporary basis. From May 1947 through December 1947 the regular case work staff worked with sixty-five clients whose problems were wholly, or in part, related to guide service need. The writer worked with thirty-six other clients whose situations involved either requests for guide service or the current use of this service. During this three-month period, this worker saw clients coming into the social service department asking for free guide service as well as those clients of the recreation department both using and requesting this service.

For the purposes of this report on the guide service study, a comprehensive evaluation has been made only of the thirty-six cases known directly to this worker. It is, however, the worker's considered opinion that since these thirty-six cases were in no sense selected, the same relationship of findings might be thought to exist in the total of 101 cases seen by worker and regular staff together. At the point at which this study was undertaken, clients known to the recreation department exclusively were still receiving free guide service. The worker found that clients receiving free guide service had considerable confusion about their own eligibility, together with strongly competitive feelings towards other clients receiving the service. One by-product of this study was to help clients to feel that all receiving or requesting guide service had an equal opportunity to consult with the worker about the individual needs.

A considerable group of clients in approaching the worker, attempted to negate the possibility of solving the guide service problem on any individual basis. Here the effort was to overwhelm the worker with the weight of the group's hostile feelings about this attempt to separate out individual eligibility. The Guild history of free guide service was used by the clients repeatedly. The worker felt that it was a valuable experience for the client to be able to move away from his complete identification with the group even if only briefly. Many clients faced for the first time conscious expression of their own individual need and how they could relate to a helping situation. By the time the worker began interviewing, considerable confusion and hostility to the idea of talking over individual need for guide service had been expressed by clients. Because of our recognition of the group aspect interest in the free guide service question, the worker, in addition to interviewing the clients involved, spoke at two group meetings within the recreation department. Here the attempt was made to explain agency thinking about guide service and to encourage clients to feel free to express their own ideas about this. The worker had regular weekly evening hours and became a familiar person in the recreation department so that some free interchange with guides and clients was also possible.

An interesting aspect was the series of meetings held with the guides, out of which has come a better mutual understanding of the guide job and responsibilities. A good deal of help was given the guides with the techniques of guiding and the guides as individuals with varying strengths and weaknesses came to be better known. We were also able to establish the requirement of medical examinations for all present and future guides and to think more exactly about the numbers of guides we might need and how guides could be found. Some undesirable guiding practices came out and could be corrected. We found too that clients were sometimes left alone for hours at clinics waiting until their guides returned for them. To handle the situation of clinic guiding, which is time consuming for the guide, so that the guide would feel recompensed for remaining with the client, we decided with the guides on an increased fee for clinic guiding. For the guides, these meetings provided an opportunity for expression of their ideas and questions and we feel that better service to the clients will result.

Each client seen was given an explanation of the purpose of the interview, together with an opportunity to express his own feeling about it. The contact was however not limited to the guide service need. Whenever indicated and possible it was the worker's goal to help the client to see his need for guide service as part of, and related to, his general way of living. Most of these clients had been receiving free guide service for years and found it difficult to accept the newer thinking about guide service. Many of the clients seen had originally requested free guide service but several times the worker met clients who angrily pointed out that they had not requested such a service but instead had only accepted it after offers on the part of the agency. Many clients carried over into their own interviews with the worker an unwillingness to see guide service need as individualized and going beyond the overall philosophy that all blind people who want the service must have guides supplied them. In the minority were those clients who came to the first interview prepared to deal responsibly with their own particularly individualized guiding problems. Several clients reached out slowly and tentatively in going along with the worker as if to test out their own strengths in separating themselves from the "group philosophy" about guiding.

The numbers of interviews with each client varied. In those situations in which there was a single client contact, it was sometimes necessary to make many telephone calls and to send several letters to cooperating agencies. In several situations depending on the taking over of responsibility for guide service payment by the Department of Welfare, three months elapsed between the initiation of activity towards this end, and its completion. Mrs. Y., a widow, with partial vision, after many years of recreation center attendance found it necessary to request guide service. Maintained by the Department of Welfare, she received Old Age rather than Blind Assistance. She would now need guide service to her three-times-a-week recreation groups for as long as she continued to be able to come to the Center, where she had her only contact with people and the stream of life. Within a single interview, it was established that Mrs. Y. should have guide service. Three months elapsed between the worker's first contact with the Department of Welfare for the purpose of getting that agency to meet the expense of guide service and the granting of the guide service allowance by the public agency. To get this accomplished the worker sent two letters and found it necessary to make eight telephone calls in addition to the contacts with Mrs. Y. However, as the result, Mrs. Y. has the assurance of guide service and the guide service expense will be met as it should be by the public agency.

In another situation, two interviews and five telephone calls went into determining whether a client who was requesting free guide service, could use such service in becoming better able to adjust to his blindness. Workers concluded that this man was looking for a way out of facing his more basic problem—that of really finding himself and his way around as a blind person. Therefore, instead of automatically meeting his request for free guide service, we examined with him his reasons for wanting it, and tried to help him to make more constructive use of the community resources with which he was already in contact.

The largest number of client contacts went into those situations in which we worked directly with the client over a short period of time towards helping him to change something in his situation. This was particularly true with several women in their late twenties and early thirties, who were being totally maintained by parents, and, in one case, by an unmarried brother. Sighted women of comparable ages would probably have been able to work out some more independent status. These young women were in the relationship to their parents or parent substitutes of chronologically much younger children. Two of these clients were unable to work out anything more constructive for themselves during their contact with the worker. They continued to maintain the fantasy of security of dependence upon parents although in one of these situations the parents were close to seventy years of age. The attempt with the group of younger clients was to help them to think about whether the free guide service they were requesting would bring them what they wanted to achieve in the way of life adjustment. One of these clients was able to see for herself that increased free guide service which she requested would help her only to keep things as they were. She has been able to go ahead now to test out her new interest in some plan through which she may get training for future employment. This is equally true of another young woman who asked for increased guide service and with case work help is now beginning to see that this will not meet her real difficulty of finding a more secure and independent way of living. She came to see that her parents because of their increasing age are becoming less well able to maintain her, and is now interested in aptitude testing and vocational training possibilities. In a third such situation, a young woman found in the case work contact her first opportunity to express for herself her resentment at her parents' over protective attitudes and asked help for herself towards determining how she could begin to live more indepedently.

Seventeen of the thirty-six clients interviewed used the contact with the worker to discuss things over and above their guide service needs. It is important not only that they are more comfortable now but also that they now know that such assistance is available to them in the future within the Guild program. Six of these clients required help beyond the short time contact with the worker and will probably go on to work with regular staff case workers.

The worker considered it the function of the Guild not only to give free guide service responsibly and constructively where it was indicated but also to withhold it in the same way and without damage to the client where it should not be given. A young woman requested continuation of the free guide plan for getting her to her home after a weekly recreation center activity. The amount of money involved was 90¢. Far beyond this in importance was the emotional damage to this girl in getting unrealistically a Guild response to a neurotic demand. Poor parental relationships involved here made it seem that there could be no change from the fixed, rigid home contribution plan which she had worked out for herself. She felt that although the family income was more than adequate, since neither she nor her parents would or could meet the 90¢ expense, the Guild must do so. In a beginning way, the worker was able to help her to see some of the unreality of her planning; that 90¢ weekly could not make her parents love her more or less and that she was no more independent of them by giving this amount than she would be if she withheld it to meet a valid recreational need. It has been a constructive growth experience for this girl to have been able to work this through.

Nine clients seen were being maintained in part by children. Here a good deal of the success in handling the free guide question depended upon the client's degree of security within his familial relationship. In one situation, a single son although not financially able to contribute toward the cost of guide service, volunteered to meet his mother at the Center and guide her home once a week if the Guild would provide a guide to get her to the Center. With Mr. C., the worker felt that it was valid for the Guild to meet the twice-weekly guide service fee for recreational activities.

A daughter employed outside the home was already meeting total home maintenance expenses in addition to carrying the physical burden of home upkeep. We found two clients receiving free guide service for family food shopping although single children in the homes were earning substantial salaries without making any contribution towards meeting their own individual expenses within the family group. These of course represented neurotic patterns of long standing which we could not effect. At the same time we could not accept the responsibility to continue to meet the shopping guide service expense.

There were eight cases in which the Guild had been providing free guide service although the clients were receiving Department of Welfare assistance. Here we found that these clients could receive guide service expense funds through the public agency. While a good deal of the worker's time and effort went into working through the problems involved with the Department of Welfare, the resulting security for the clients makes this seem valid.

Four recreational department clients receiving free guide service were residents of a home for the blind. It was necessary not only to interview the clients but also to visit their residence in order to better understand the validity of their seeking this outside recreation in order to develop a more normal way of living. Eventually a plan was evolved through which the resident home took over the responsibility for getting their clients to the recreation center. It is important we believe that for these clients there is an emotional gain in knowing that the institution within which they live, believes in and provides for satisfying recreational opportunities for those who want them.

As indicated above, the discussion of guide service need has been of help to the clients in varying degrees. Real security is represented in the case of those clients who have clarified their need to the point where they know, and are contributing, what is expected of them in relation to their guide service need. Those clients who were applying for free guide service for the first time are better off for having received help realistically. While the study was undertaken for the purpose of exploring free guide service need, seventeen of the thirty-six clients received help for which they asked in other areas of difficulty as well. Most of these would not have been reached except through this medium. While there still exists on the part of some clients, continued negative feeling about the Guild's changing philosophy, in regard to free guide service, most clients have been helped through facing squarely their needs as involved in, and beyond the guide service question.

The Guild, as a client service agency, in turn has these greater strengths within its client group. Perhaps having faced and worked through this problem, these clients will be better able to handle themselves in their total Guild relationships. The definition of where in each instance, responsibility for meeting guide service need rests, whether with the client, the Guild or some outside agency, cannot help but be useful to the Guild in further planning for giving service.

WHAT IS NEW FOR THE OLD?

OLLIE A. RANDALL

"WHAT IS NEW FOR THE OLD?" This question was posed with unexpectedness and directness over the telephone the other day, and was in turn leveled at another person presumed to be "in the know". There was unhesitating agreement that the newest factor in the situation of the aged in our midst is the greatly aroused interest in them, and that admittedly the most important aspect of this interest is its newly acquired optimism. To those who have for years come to think of themselves, if not as "lone" voices in a wilderness, at least as a group of voices unheeded even while pleading the cause of older people and their needs, this is extremely gratifying. How much of the change from indifference to willingness to listen, and even on occasion, to act, is due to the amazing but steady rise in the number and proportion of older people among us, is difficult to determine. Obviously sheer numbers are bound to force attention to a problem, but with the somewhat pessimistic traditional attitude toward the limitations of old age, such attention could have led to an exaggerated pessimism rather than to the present tempered optimism, of which there is daily new and exciting evidence. . . .

It has been said by those scientists who study the effects of population shifts that the

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Ollie A. Randall is chairman of the conference group on welfare of the aged of the Welfare Council of New York City.

increasing numbers of oldsters will demand not totally different or additional services, but rather a new use of those in existence adapted to a different set of people with a different set of needs. That adaptation is gradually taking place. Services such as surgery, psychotherapy, even casework, which until very recently were denied older people merely because of their years, are gradually being adapted to their needs. This is true whether those needs are special in quality because of age, or whether they are the same as those of persons of other age groups—*as they frequently are*. This gives us cause for encouragement although not for congratulation. The gap between what is required to make life even tolerable for many old people and what is specifically available for them is still far too great to permit any resting on imaginary laurels.

There is, however, a very discernible upsurge of positive concern. With it there is a distinct recognition that the aged are individuals with both rights and responsibilities. Distinguished members of several scientific professions are dedicating themselves to studying ways and means of improving the physical, psychological, and mental health of older people. By their side a small, but growing, band of social workers is valiantly striving to bridge the wide gap between needs and facilities by meeting the one and improving the other in the light of the knowledge which is being developed.

BETTER CASEWORK

But what is actually happening that is new for the old person who lives in one's family, or in one's neighborhood, that person who has to make, either alone or with the help of friends, neighbor, or agency, the adjustments which old age imposes upon everyone, no matter what his status? There is a sporadic but nevertheless definite desire on the part of a slowly growing number of caseworkers in family agencies to learn how to individualize service to the older persons who are coming more and more often to them for help and guidance. Caseworkers are beginning to realize that work with elderly people can be more than a single manipulation of the environmental factors—a transfer from a person's own home to some other, organized home, voluntary or public. As has been said so many times, old age is a universal problem, but our dealing with it, as an agency or as an individual, must be personalized if we are to achieve any success in overcoming its major difficulties.

Positive demonstration of this awakened interest was provided in the requests from family agencies which resulted in a session on "Casework and the Aging Population" at the recent biennial meeting of the Family Service Association of America. Along with this comes the heartening information that the faculties of the two social work schools in New York are working with a committee toward a reorientation of curricula which will help students for that phase of their work in the future. This may not seem to be news to those who have not been close to this phase of social work, but to many it is verification of the truth of the old saying "All things come to him who waits!" if he continues to hammer away while waiting.

In New York City too there are other new developments which point to a brighter future for some of our older people. Among them is the Central Bureau for the Jewish Aged which in its organization and method of approach is showing for the Jewish community of New York what the Bureau for the Aged of the Welfare Council proved beyond a doubt for the city as a whole; namely, that a specialized approach is productive of much help to the individual person and to his family, as well as to the community as a whole. Their wise use of the medical knowledge and advice of a staff physician, combined effectively with the skill of the social work staff, is a clear indication of their acceptance of the fact that work with elderly people requires—more than work with any other age group—a genuine understanding of the physical and emotional health of the person.

The bureau is pioneering also, in cooperation with the Home for Aged and Infirm Hebrews and the Jewish Family Service, Inc., in extending the service and security of the home through providing a visiting housekeeper service to those persons who are awaiting admission but who, with the provision of the service, can continue to remain in their own homes longer than would otherwise be the case. While again, the service which is being given is not new, what *is* new is its use in a different setting, under different auspices from those under which such service has been administered before. This experiment will be objectively criticized and evaluated for use elsewhere by this imaginative group, who see no virtue in persistently clinging to traditional methods of solving pressing problems.

A program of non-resident aid is one in which living arrangements for candidates accepted for residence in a home for the aged are made when those candidates do not as yet need the physical protection of the home but do wish the security of the knowledge that it will be available to them when and if they do need it.

This program, under the direction of a trained social worker, has much to commend it for it extends the services, and in a real measure expands the facilities of the home without taxing the residential accommodations. The type of service is *not new*. It has in fact been in use for a number of years by other homes, not only in New York but in several other cities. It has however been given new impetus by the effective publicity surrounding this experiment. These are new stimuli for its consideration by other homes as a practical method of expanding their services at a time when demands for care are increasing and building is so costly as to be at a standstill.

Chronic Illness

It has become habitual, when one considers the aged in need of care outside their home, to speak of "the aged and the chronically ill" in one breath. The greatest pressures and the greatest frustrations still result from the lack of accommodations for this group of people. . . . As for the disabled person who needs attendant care and personal service almost more than he needs medical and skilled nursing care, our facilities are even more woefully inadequate. The program of home medical care which has been carried for cancer patients under such careful direction and guidance at Montefiore Hospital, and which is now open to some cardiac patients, holds much promise. It not only gives immediate aid but will help in developing the criteria for a home medical care program which can be adapted to the needs of the aged and infirm, as well as the chronically ill of all ages.

The essentials of the Montefiore program are that the patient remain a patient of the hospital, although he is removed to his own home, so that the needed hospital services continue to be available to him; that the patient be appropriate for care in the home and that the home be appropriate for the care of the patients in order to avoid substituting *poor care in the home* for expensive service in the hospital; that the plan be one of teamwork of the physician, the social worker, the family and the visiting nurse.

Plans for a city-wide home medical care program have been proposed by the department of hospitals. This may well relieve some of the serious overcrowding of the hospital wards by older patients who at present, understandably enough, receive scant attention and less interest from overworked staffs. This will be genuine progress if the program is not allowed to degenerate into a method of relieving the crowding of the hospital at the expense of the patient, whose care should and must be the dominating and primary consideration. One of the by-products of such a program, if well carried out, will be that both the doctor and the social worker will go back into the home from which both have too long been absent. Both will hopefully derive new *personal* knowledge of much that goes on in the home which accounts for an individual's health and behavior.

Many who are watching the work in the rehabilitation program undertaken by the department of hospitals at Bellevue Hospital see in it the most promising and most rewarding progress which has yet been made for the care of older people. Rehabilitative medicine does not admit that age in itself prevents a return to either partial or total self service and care on the part of a patient. It has even gone further than this in actual demonstration by enabling older patients to care for themselves and even to help others.

The work which is being done is no miracle. The miracle is that there are people who have the infinite patience, understanding, and vision as well as a determination to bring anyone who himself cares, to a maximum realization of himself and his physical capacity.

Boarding Homes

Another non-institutional care plan for older people is that of placement in a boarding or family home. . . . As in any placement plan, there must always be more homes than there are persons who need them if the plan is to be wholly successful or satisfactory. . . . Such a program also must be carried on in a locality in which there *are* homes—not small apartments or tenements without the opportunity to give either privacy or the kind of accommodations which are even remotely suitable for an older person.

The plan has many things to commend it, perhaps not the least of which is the extreme necessity for personalizing the arrangement and creating mutual understanding on the part of the family and the old person before any attempt is made at a placement. If this same kind of care were exercised in all services for older people, more of them might be satisfactory. This factor may prove to be a greater contribution to work with old folks than the family care plan itself, great though we admit that to be.

One cannot omit from the list of what is "new for the old" the establishment of the Joint Legislative Committee on the Problems of the Aging and the Aged in New York State, which committee is concentrating its attention on the employment problems of older persons. It has so far accomplished a great deal in the way of study, of stimulating alertness to the employment problems of older persons, and to the need for knowing the older person's ability as well as his age. What is more, the committee is working constantly with several state departments to help promote within those departments the organization of divisions which will concern themselves especially with the aspects of the state's health, welfare and labor programs, which have particular reference to older people. There has been a stimulation, not only from this committee, but also from Governor Dewey's Commission to Study the Needs of the Mentally Ill, of efforts to improve the care given to the large percentage of older persons who are admitted to state hospitals for what might be called social reasons rather than reasons of actual mental illness. New special clinical research with this group now being carried on by the department of mental hygiene should be of immense value in planning services for persons who need supervision but not the therapeutic or curative services of the state hospitals. Recent press statements of the New York State administration's drive to improve its program for the treatment and care of all mentally sick citizens lead us to look for improvement also in the knowledge of the needs of the so-called mentally infirm aged—a group which is growing so rapidly that the conference group on welfare of the aged of the Welfare Council has recommended priority for a study of their situation. These are the older men and women who are lost to themselves and the world around them, at least in their ability to relate themselves to either. They pose serious problems of care to their families, friends, neighbors, and social workers who are always reluctant to arrange commitment to a state hospital. Yet for them there is at present seldom any alternative.

RECREATION

Even this gloomy outlook can be brightened by new hope. The few studies which have been made point to the fact that the lack of social integration in the family, in the neighborhood, or in the community, is often one of the underlying or contributory causes for an older person's retreat into himself. The observations made over a period of years at some of our community centers and clubs for older persons seem to bear this out.

Recreation is still new for older persons—not only as an experience but even as an idea that makes sense. Most of our older people have grown up in a "work and earn" culture—in an era without child labor laws—and recreation or play was not an essential or even a possible part of any day or even of any week. Many old folks have then what might be called social "adhesions" to break down, new habits to develop at a time when it is not easy to do so, and play has yet to be made for them something about which they need not feel guilty. It has been said that play for play's sake is still not yet sufficiently accepted for the public to support a program which will provide for the new leisure which old people have. Even when it is called *re*-creation, the concept is so new as to require time to be woven into the community pattern of life. Fortunately in New York City there are believers in both who are bringing about an understanding of the inner needs of all people throughout life. As one man poignantly put it, "One can die of loneliness!" If no more than this need for companionship is satisfied to some extent in clubs and community centers through normal associations with others, day in and day out, they will be worth much more than goes into them. . . . .

There is real significance in the fact that the New York City Department of Welfare is subscribing to this activity by its participation through the allocation of several members of its staff, as well as by arranging for the use of city-owned property without rental. This public subsidy holds promise of the administration of public welfare on a basis which admits that a public welfare agency recognizes the inner needs of human beings as essential to their well-being. Another very hopeful development is the expansion of the services that are available to older adults through the adult education facilities of the state. As yet New York City has been very slow to take advantage of the amazingly diverse and fascinating possibilities which could make life much more interesting and fruitful for older people through this program.

The widespread interest in the hobby show for older people, sponsored by the Welfare Council, and the response to it which snowballs each year—from the press and from the participants themselves—are evidence that when age actually comes into its own it is news!

While there is much that is new on the economic front, in the proposed revisions of insurance benefits and assistance grants, that is a subject so technical and so broad as to require a separate discussion. What is distinctly new in the research field is that today research is actually being directed toward benefiting the aged. In medical science, geriatrics, or applied medicine for older persons, and gerontology, the scientific study of the aging process, there are rapid strides in capturing the interest of far seeing members of the profession. The American Geriatrics

Society publishes a journal, and conducts an annual meeting for the medical profession and associate members from the social work field. The Gerontological Society had its first open meeting in New York this month, and has published a valuable journal since January 1946. The American Psychological Association has its division of later maturity which is already making valuable contributions to our understanding of both the effects of aging and the attitudes of older people. The Social Science Research Council has issued two valuable pamphlets—one on "Social Adjustment in Old Age," and one on "Psychological Adjustment to Physical Handicap and Illness"—both of which conditions are apt to obtain in old age. The U. S. Public Health Service is devoting considerable sums and the time of very able people to research on the aging process, which may be more than experimental in our approach to planning jobs, activities and other phases of living more appropriate to older individuals.

In summary, it may be said that "things are looking up" in the field of the care of the aged. Discussion of the aging and the aged is currently fashionable on almost any agenda whether it be in social work, legislation, medicine, research, business, or in the family. Now that the shift in the age composition of our population is no longer a promise of the future but a fact of the living present, as a major social force affecting both family and personal life, it behooves us to remember that the "old age" of tomorrow can be, if we direct our efforts wisely, a new and rich experience, as different from the "old age" of yesterday as is the atomic world from the horse and buggy world of our grandfathers.

LETTER TO THE EDITOR

Gentlemen:

I am a totally blind sports commentator heard over KYW every Saturday evening at 6:30. I would appreciate your using the following material in the next issue of the *Outlook for the Blind*.

The National Golf Tournament for the Blind will be held at the Plymouth Country Club, Norristown, Pa. (a suburb of Philadelphia), on July 8th and 9th. This is the first such tournament to be held in the east. Up to the present time, the greatest interest in golf for the blind has been in the Midwest—particularly in the Detroit area. In this tournament there will be entrants from the Midwest, Alabama, Texas, California, Maine, New Jersey, Pennsylvania, and even Canada.

I shall also participate in this tournament, representing Whitemarsh Valley Country Club. My radio program will originate from the scene of the tournament on Saturday, July 9th at 6:30 p.m. On that broadcast, I shall interview many of the boys competing for the championship.

Golf is a sport in which the blind can play a reasonably good game. Some of the better blind golfers have made scores as low as 90 for 18 holes. Pars and even birdies have been shot by many of these non-sighted golfers. Of course, they must depend on their caddie for direction, estimated distance of shots, and slope of the terrain. However, many seeing golfers do this also. The blind beginner must learn to groove his swing. This comes as a result of many patient hours of practicing to develop form. On the green the blind golfer relies principally on sound. When putting, the caddie either rattles the flag or strikes the cup with a metal rod, and then the golfer putts towards the sound, making allowances for the slope of the terrain.

Being interested in sports, particularly sports for the blind, I find golf another enjoyable pastime—one that is slowly, but definitely, becoming another sport for the blind. If any *totally* blind person wishes to enter this tournament, he may get in touch with me at KYW. To qualify, the golfer must produce written certification from his local golf professional that he has scored below double the par for his course. If he qualifies, all expenses will be paid. By that we mean that it will cost him absolutely nothing to enter the tournament. Transportation, meals, greens fees, caddie fees, lodging will all be taken care of without cost to the contestant.

Very truly yours,
Bob Allman

SPECIAL ANNOUNCEMENT

The Blind Can Now Secure An Accident Insurance Policy

After a series of conferences between representatives of the American Casualty Company, of Reading, Pennsylvania, and the American Foundation for the Blind, the company is able to announce that it is now possible for gainfully employed blind persons to secure an accident insurance policy providing accidental death benefits, dismemberment benefits, and monthly disability benefits.

The American Casualty Company, a stock company operating since 1902 and with assets of over sixteen million dollars, has agreed to issue their Protector policy to gainfully employed blind persons whose earnings average $75.00 or more per month. We believe that this is the first time that a standard accident policy has been issued to the blind. It is the company's top grade commercial policy, is very broad in coverage, and is approved by the various state insurance departments, except Missouri and Colorado. The policy will pay:

Accidental death	$ 500.00
Accidental loss of both hands	$3000.00
Accidental loss of both feet	$3000.00
Accidental loss of the entire sight of both eyes	$3000.00
Accidental loss of one hand and one foot	$3000.00
Accidental loss of one hand and the entire sight of one eye	$3000.00
Accidental loss of one foot and the entire sight of one eye	$3000.00
Accidental loss of one arm	$2100.00
Accidental loss of one leg	$2100.00
Accidental loss of one hand	$1500.00
Accidental loss of one foot	$1500.00
Accidental loss of the entire sight of one eye	$ 800.00
Monthly benefit while totally disabled from the first day for as long as 12 months	$ 60.00
Non-disabling injury fee	$ 15.00

The only exclusions in the policy are:

1. Hernia
2. Infections, except pyogenic infections caused by injury
3. Flying while a member of the crew of any aircraft

Benefits starting at age 66 reduced 5% a year up to a total reduction of 50%. There is no increase in premium because of older age nor is the policy terminated because of advanced age. Any gainfully employed male between the ages of 18 and 64 or gainfully employed female between the ages of 18 and 59 is eligible at the following low rates:

Male	Annually	$15.00
	Semi-annually	$ 8.00
	Quarterly	$ 4.25
Female	Annually	$19.36
	Semi-annually	$10.18
	Quarterly	$ 5.34

You may secure any additional information desired or an application form for this fine policy from: Jerry J. Moyer, 601 Commonwealth Building, Allentown, Pennsylvania.

INTRODUCING THE ADULT TRAINING CENTER OF THE NEW MEXICO SCHOOL FOR THE BLIND

MARK SHOESMITH

In a land of startling contrasts New Mexico opens its new workshop and training center for the blind. The steel and concrete building of Pueblo architectural style faces west on much-travelled highway 54. It is surrounded by the adobe houses of the Spanish section of Alamogordo—a seemingly quiet little city, but the home of the atom bomb. To the north lie the Sacramento mountains and the Apache Indian reservation where many of the natives still live in primitive fashion; to the south lie the Great White Sands and the Army proving ground. The Adult Training Center fits into this paradoxical pattern very well, for here one finds many of the old native crafts combined with modern production methods.

A tour through the building takes one first to the office area in center front. The salesroom opens to the right. It is a spacious room with zigzag beamed ceiling and wrought tin lamps providing a natural setting for articles of native design. Two main factors affect the planning of all retail items found here: first, feasibility—it must be the type of article that the blind employee can produce rapidly and accurately; second, saleability—it must be the type of article that will appeal to the tourist trade, the main outlet for retail sales.

To the left of the office is the broomshop, extending to the storage room at the rear of the building. With fluorescent lighting, color scheme designed for the partially sighted, and ample floor space for the new machinery, this shop is equipped for efficient operation. Back of the office and salesroom are the washrooms, another storeroom and two more large workshops. The first shop is given over to hand weaving and sewing for the training and employment of blind women. Some leather and raffia work is also done here, chiefly to develop finger dexterity rather than as production projects. The second is referred to as the woodworking shop, since most of the power machines are for working with wood; but items made of metal, stone and leather are also produced here. Many of the materials are from local sources and are of unusually interesting quality.

Moving back to the hall, it may be noted that space is provided off the center storeroom for a stairway. The plans of the building provide for expansion at the rear and the addition of a second floor. Gas heat and an air-cooling system keep the shops comfortable all year round. This completes the tour of the building. It stands as evidence of the efforts of Dr. Neal F. Quimby, who has for many years worked constantly to convince the New Mexico legislature that a program for the adult blind is necessary. It represents the achievement of an educator whose interest in his pupils goes beyond the school level.

In cooperation with the Department of

Mark Shoesmith, for four years director of the first department for the blind at Dayton's Goodwill Industries, is also known for having developed courses in three-dimensional art for the blind and for his own work in the field of sculpture. He is now the manager of the Adult Training Center of the New Mexico School for the Blind.

Public Welfare, the division of services for the blind is sending trainees from all parts of the state. Copies of eye reports, medical examinations and history summaries are being supplied by this office, followed by discussion of the cases with the rehabilitation counselor. Male and female, from diversified areas, speaking in different tongues, these trainees present a direct challenge to the management in carrying out an adjustment program. Obviously, such a program must be very flexible to fit the needs of the individual trainee. Only certain points of the program can remain fixed, such as job tryouts, counselling, and phases of orientation including travel techniques, personal appearance and good attitude. The training period will also vary from three to six months, according to the abilities of the individual trainee.

Old in craft lore but new in manufacturing, New Mexico provides very few placement opportunities in typical factory jobs; rather, the emphasis will be on training for home industries and self employment. General training in good work habits will be given in instances where industrial placement is possible. Specific training will include preparation for retail selling, piano tuning and employment in the shops of the Adult Training Center in broommaking, weaving, sewing and woodworking. Other types of training for specific jobs will be offered as developed. A. N. B. grants are to be increased according to the budget needs of trainees and will be reduced or terminated following placement.

With twenty-five regular employees serving as the production unit, it is planned that five will be the maximum number of trainees at one time. As soon as one training period is completed, another will begin; employees in the production unit, too, will be moved out whenever outside placement is possible. Thus, employment and training facilities will be available for as many of New Mexico's approximately one thousand blind as possible. Including the staff, the total personnel of the training and employment center will number about thirty-six. Staff consists of the manager, the bookkeeper-secretary, three shop supervisors and the janitor.

Housing of the employees would seem a most difficult problem in a town that has more than doubled its population during the last few years. Yet, interested townspeople have already offered to take employees into their homes, and a nearby restaurant has offered special luncheon service at low rates. As other problems arise it is hoped that they, too, will be worked out as well. Certainly it is hoped that the new attitudes and skills provided by the program will prepare many New Mexican citizens to meet and solve the age-old problems of blindness.

Readers of the *Outlook*, touring the southwest, are cordially invited to stop in Alamogordo and visit the Adult Training Center of the New Mexico School for the Blind at 408 Pennsylvania Avenue.

LEGISLATIVE GOALS

LLOYD H. GREENWOOD

JANUARY MEANS the introduction of legislation in a Congress obviously pledged to consider the enactment of laws to benefit every class of people. It also means that the B. V. A. as a national organization must do some objective thinking before asking that Congress take legislative action.

Objective thinking means consideration of society as a working, integrated whole. No unit or group should ask for individual benefits without considering the effect upon other units or groups. There is no room for group selfishness in a society if everyone is to benefit equally.

Blindness is not the most serious problem which we face today. Our thinking must go beyond blindness if the B. V. A. is to be a positive force in the enactment of worthwhile legislation. Even a superficial study of blindness shows that certain of its problems can be solved only by the individual. They are personal and cannot be legislated out of existence. Good legislation can only open up opportunities and make available the training for a disabled person to beat his handicap and regain his self-respecting, independent status. This should enable him to make some individual progress in our competitive society.

Individual competition is praiseworthy, and individual energy and initiative will be rewarded. Although with individuals competition can be called good, in groups or national organizations it can be extremely dangerous and destructive. In the competition of national groups such as labor, capital, veterans, and many others there can be no good.

In our society all these forces are striving, or, let us say, fighting to advance their own doctrines, and these doctrines are all too often selfish. This selfishness is a result of narrow thinking and a narrow objective. If the blinded veterans do not take a look at themselves in the proper light, they can become as narrow as the rest.

The blinded veteran must be five things: first, a citizen of the world; second, a citizen of the United States; third, a disabled person; fourth, a blind person; and fifth, a veteran. If he is to be loyal to himself he must be loyal to these five things. If he seeks to force bigger benefits for blinded veterans alone, he is being selfish and uncooperative.

The B. V. A. can make its contribution to a society where intelligent provision is made for the assistance of the old, the disabled, the unemployed, and other people who have helped to build that society. Many of these people are now assisted by organizations which ask the public for money because the government does not have an adequate program to give them effective assistance. These people should not have to accept help from the public in order to receive the medical and rehabilitative assistance they need. They helped to build our society and most of them became old or disabled or unemployed doing just that.

For most of us, 1949 represents the fourth year of blindness. We are all anxious to make progress during this year toward beating the disability. Let us separate the problems which are personal, and attack them personally. Let us then separate these problems which are ours as a group, and attack them collectively. We can then separate the problems which are ours because we are human beings and cooperate with others to solve them. We must not make the mistake of expecting other individuals or groups to solve our personal problems.

Legislation is not for personal problems, instead it should enable everyone to have equal opportunity to make his own way.

Reprinted from the January, 1949 issue of the *B. V. A. Bulletin.*

This excellent article by Lloyd H. Greenwood, executive director of the Blinded Veterans Association, which appeared in the January issue of the *B.V.A. Bulletin* evidences the kind of American spirit which we are glad to commend.

Two pupils from the North Dakota State School for the Blind received blue ribbons for placing first in the Pembina County divisional spelling contest, held March 18, 1949. Amelia Dorr, daughter of Mr. and Mrs. Gustav Dorr of Hazelton, placed first in the fifth and sixth grade group. Joyce Hoffa, daughter of Earl Hoffa of Fargo, placed first in the seventh and eighth grade group.

JULIA WARD HOWE AND PERKINS INSTITUTION

EDWARD E. ALLEN, D. Sc.

Miss Julia Ward was the brilliant daughter of a New York family of wealth and position. While on a visit to Boston in her young womanhood she was taken by Longfellow to see Laura Bridgman. It was then that she first met the dashing Dr. Howe, her senior by eighteen years. He forthwith followed up the acquaintance, won, married and brought her to quiet South Boston, not to live much at the great house but rather in an adjacent cottage, embowered within a garden, all of which she named Green Peace.

Her main interests—literature and the intellectual life—were for many years sweetened there by motherhood and the entertainment of distinguished guests. Only upon occasion did she appear within the school part, or seem to share her husband's warm concern for the little world of blind people. So, some of these fancied her to be cool toward them; wrongly, of course. Naturally *he* thought nothing too good for them; and with this feeling, Mrs. Anagnos, their eldest daughter, who had from girlhood visited among them, actively sympathized.

Yet, even before his death, Mrs. Howe had sometimes addressed the school, lecturing to the girls, for example, on "Hope", as being for them "the greatest of these", and so thrilling them by her kindly sympathy that they could not but consider her their understanding friend. Then, in her first widowhood, she abandoned Green Peace to live with the Anagnoses, and there wrote her memoir of her husband, that it might be put into raised type for his dear people. No subsequent life of him has been more charmingly written.

Busied next with her growing social interests outside, as she was, she did not abide long with her daughter, but moved into the Beacon Street house given her by her brother; lived partly too at Newport. Still she reappeared occasionally at South Boston to lecture to the pupils or to bring to them such fellow celebrities as George Riddle to read *A Midsummer Night's Dream,* and more often musicians: Perabo, Adamowski, and Ole Bull.

Mrs. Howe, who dearly loved a party, could be depended upon to act the hostess to perfection. She was a ready speaker, and witty, and had a diction to be remembered.

She abetted Director Anagnos in establishing his kindergarten. She sat on the stage in some of his public demonstrations. Naturally, with a feeling of family proprietorship in Perkins, she hoped one of her grandsons might succeed her son-in-law at South Boston. Yet she welcomed me there. Once a year I fetched her to grace our celebration of Dr. Howe's birthday. In one of these she delighted us by playing and singing her "Hunting Song"—her own composition.

At her funeral, in a Boston church, the music was appropriately furnished by Perkins Institution.

The Kansas State Association for the Blind will hold its annual meeting June 4-5 at the Hotel Kansan in Topeka, Kansas. Persons desiring rooms should make reservations with the hotel before May 24. Rates are from $2.75 per room up. For further details write to Miss Agnes Burke, School for the Blind, 1100 State Avenue, Kansas City, Kansas.

SOCIAL ADJUSTMENT

For several years we have had what we term a "social adjustment program" in our school. In this program we have attempted to teach our boys and girls a few of the many things that they need to help them take their places among seeing people in a normal manner. We know that they must live and work with people of all kinds and in every walk of life. It is our earnest endeavor in this school not only to educate our students from the standpoint of trades and academic work but from the standpoint of becoming adjusted to their fellowmen, mentally, physically, and socially. We know that their need for this training is even greater than that of people who are not visually handicapped, due to the fact that they must overcome their handicap from the standpoint of skill and efficiency.

A few of the many things which we have fitted into our daily schedule of teaching are: dining room etiquette, personal appearance, aids for the partially sighted in mobility, choral reading, party etiquette, and invitations and introductions.

At this time in our social adjustment program we are working with the totally blind students with emphasis on mobility. The ultimate goal of this phase of the program is to develop in the student the ability to go about on an individual basis wherever he may be.

Some of the subjects which we have thus far taught in this phase of the program are: "Directions" under the instruction of Mr. Raymond Sykes. In this phase, the students were taught the four main directions, their counterparts, and how to locate them from any position even after having moved from the original position.

Mrs. Robert Hahs was the group instructor for the phase, "Walking a Straight Line." In this the students learned to walk any straight line without varying. This was very good practice for staying on one side of a sidewalk so as not to collide with another person walking in the opposite direction.

"Walking to a Noise or Sound," which was directed by Mr. James Tyson, taught the art of walking to, or following any particular kind of noise. This was exceptionally helpful in training a student to get out of the path of automobiles and other moving vehicles.

Mrs. Carl Williams, a former student of the school, taught "The Use of the Cane" to the group. In this she taught them how to hold and manipulate a cane properly, the purpose, and the usefulness of the cane.

Each one of these subjects was taken up in group meetings with the faculty and students together. After the subject was thoroughly explained to the group, each faculty member gave individual instruction to students for as long a period as seemed necessary.

Two aids which we have in teaching these courses are: basketballs with bells inside, and an obstacle course for developing facial vision. Both have been very helpful and the latter has helped us to discover just how many students have developed facial vision, and how many need intensive training for it.

The social dates for the year have been planned so as to correlate them with this phase of the socialization program. There has been a dance, a fall picnic, a square dance, and a Hallowe'en carnival. Other activities are planned for the remainder of the year.

Reprinted from the December issue of *Arkansas Braille News*, published by the Arkansas School for the Blind.

CHECKS FOR BLIND PERSONS

The checks for blind persons mentioned in the October issue of the *Outlook for the Blind* may be ordered from the De Luxe Check Printers, Inc., 3456 N. Kedzie Avenue, Chicago 18, Illinois at $10.00 for 500 or $15.00 per 1000.

NOTES FROM THE FOUNDATION LIBRARY

The items mentioned on this page may be borrowed without charge from the Reference Lending Library of the American Foundation for the Blind

"Library Work with the Blind" by Alison B. Alessios in *Wilson Library Bulletin* for January, 1949. This article traces the history of printing for the blind and library work with the blind from the first book printed in France in the latter part of the 18th century up to the present time. It is pointed out that work with the blind is a very special feature within library work and that many possibilities for its development exist. In particular, this refers to the talking book and to library work with blind children.

"Retrolental Fibroplasia" by V. Everett Kinsey and Leona Zacharias in the *Journal of the American Medical Association* for February 26, 1949. The article reviews previous works and reports on a special study of infants born at the Boston Lying-in Hospital and the Providence Lying-in Hospital. In conclusion, the authors state that "while a positive correlation between rise and incidence of the disease and change in treatment does not constitute proof of any causal relation between the two, nevertheless it is suggestive that the medication used may be of etiologic significance."

"Rigidity and Isolation: A Study of the Deaf and the Blind" by Helton McAndrew in the *Journal of Abnormal and Social Psychology* for October, 1948. The purpose of this study was to inquire into the personality structure of those handicapped by deafness and blindness. Data collected indicated that the deaf and the blind are more rigid than the normal. However, there are such large individual variations that the figures may not represent real group differences.

"Obstacle Detector versus Guidance Device" by Victor Twersky in the *Biological Review* for March, 1949 reports on the work of the Guidance Device Research Project of the City College of New York. An obstacle detecting device has been designed and constructed and the working of this model is discussed in detail.

"The Story of the Blind in Utah" compiled by Kate B. Carter constitutes the April, 1949 issue of *Heart Throbs of the West,* the official organ of the Daughters of Utah Pioneers. The pamphlet traces the history of work with the blind in Utah and of the agencies for the blind of that state, and gives personal sketches of individual blind men and women.

"I Was Blind but Now I See" by Major Robert P. Steptoe in the *Saturday Evening Post* for January 8, 1949. "Carried sightless from the battlefields of Europe, an American veteran who would not surrender to his affliction tells the dramatic story of how a corneal transplant has finally given him perfect vision in one eye.

"Personality Crippling Through Physical Disability" by Thomas D. Cutsforth in the *Journal of Social Issues* for Fall, 1948. The author states that "it is true that blindness makes life more difficult, but blindness alone cannot explain the amount of disability, physical, social and economic, that is found among the blind."

Blind professional writers are represented in these recent publications: *Woman of the Rock* by Hector Chevigny, published by A. A. Wyn, Inc., New York, and *California Stepping Stones* by Robert Kingery Buell, Published by Stanford University Press, Stanford, California.

N. I. B. NEWS

You received with your minutes of the National Industries for the Blind meeting held in Chicago, December 10 and 11, 1948, a copy of Miss Louise McGuire's address and some literature pertaining to the Walsh-Healey Public Contracts Act and the Fair Labor Standards Act.

Since that time we've had a meeting with Mr. Harry Weiss, Miss McGuire and other officials of the Wage and Hour and Public Contracts Divisions in Washington and it was deemed advisable to place before you the following information in brief and concise form.

Although workshops operated by a state are not subject to the Fair Labor Standards Act, they are subject to the Walsh-Healey Act, and it is recommended that they apply for a certificate immediately even though they are not subject to the regulations until they receive a government contract in excess of $10,000.00.

MANDATORY PROCEDURES FOR WORKSHOPS FOR THE BLIND IN ORDER TO MEET THE REQUIREMENTS OF THE FAIR LABOR STANDARDS ACT OF 1938 AND THE WALSH-HEALEY PUBLIC CONTRACTS ACT OF 1936

I. FAIR LABOR STANDARDS ACT (COMMONLY CALLED THE WAGE AND HOUR LAW)

Workshops (except state-operated workshops) which are performing work coming within the provisions of the Act and which employ handicapped persons who are receiving less than 40 cents an hour must hold a sheltered workshop certificate.

Homeworkers Employed in Restricted Industries. Each homeworker regardless of earnings must have a special individual certificate if employed on work in any of the following lines: jewelry, women's apparel, knitted outerware, gloves and mittens, buttons and buckles, handkerchiefs and embroideries.

Records. Accurate records of hours worked and wages paid must be kept for each worker who is performing work which comes under the terms of the Act.

Each homeworker regardless of the kind of work performed must have an individual homeworker's handbook for the recording of wages, hours, type of work, etc.

Overtime. Time and one-half the regular rate of pay must be paid each worker for all hours worked over forty in any work week.

Piece Rates. Piece rates paid to handicapped workers must be as high as those paid to non-handicapped workers in commercial establishments in your area for essentially similar operations. For example, if the rate happened to be 10¢ per dozen for a certain item, it might happen that a blind worker would only complete two dozen in an hour, making his pay 20¢ per hour. This situation would be all right if commercial industry paid 10¢ or less per dozen for the same operation on the same item. The Wage and Hour and Public Contracts Divisions have no data collected on piece rates paid by commercial industry but the workshops should endeavor to get the information in their locality on going piece rates for items that they now make.

II. WALSH-HEALEY PUBLIC CONTRACTS ACT (for all workshops holding government contracts in excess of $10,000.00)

The requirements under the Walsh-Healey Public Contracts Act are the same as those listed above for the Fair Labor Standards Act, with the following important exceptions:

1. *State-owned Workshops.* State-owned or operated shops must comply when

holding government contracts in excess of $10,000.00. Application for a certificate must be made as prescribed as soon as the workshop knows or has reason to believe it will receive such a contract.

2. *Minimum Wage Determination in the Textile Industry.* Handicapped workers must be paid not less than 87 cents per hour if they are working on any of the following items which are now listed in the Blind-made Products Schedule: cocoa-fiber mats, cotton pillowcases, huck towels, cotton mailing bags, or muslin wrappers, unless the workshop holds a certificate or has made application for a certificate permitting it to pay rates lower than 87 cents an hour. (There are also certain other textile items not on the Schedule of Blind-made Products which are subject to this determination. The 87 cent minimum was set by the Secretary of Labor for items considered generally manufactured in a textile mill.)
3. *Minimum Wage Determinations in Other Industries.* All present schedule items, with the exception of the textile items listed in paragraph 2, are not covered by any specific industry wage determination; therefore the 40¢ hourly minimum is effective. However, new industry wage determinations may be made, new products may be added to the schedule that come under a higher wage determination, and present schedule items may become classified under higher wage determinations. You will be notified of any changes in regulations by us. If you are in doubt as to wage classification of any product that you make outside of the schedule listing, contact your regional director for information.
4. *Homework.* Homework on government contracts in excess of $10,000.00 is prohibited under the Walsh-Healey Public Contracts Act.
5. *Overtime.* Time and one-half the regular rate of pay must be paid for all hours worked over eight in any one day or over forty in any one work week, using whichever method brings the greater return to the client.
6. *Safety and Health.* The Act requires that all work on government contracts be performed under safe and sanitary conditions. Compliance with state inspection laws will be taken as prima facie evidence of compliance.

III. CERTIFICATION OF WORKSHOPS

Filing for Certificate. Certificate application forms may be obtained from your regional office of the Wage and Hour and Public Contracts Divisions (list enclosed with minutes of National Industries meeting) or they may be secured by writing to the U. S. Department of Labor, Wage and Hour and Public Contracts Divisions, Washington, D. C.

The application is filed with the regional director. The filing of the application in good faith will serve as a certificate, permitting the payment of sub-minimum wages, until such time as the application has been acted upon by the regional director. A period of one month is usually required to make the preliminary investigation and process the application. Emphasis will be placed on the real desire of the shop to pay the best possible real wages under given circumstances.

Sheltered Workshop Certificate. A certificate issued to a workshop applies equally under the Fair Labor Standards Act and the Walsh-Healey Public Contracts Act and permits the payment of sub-minimum wages under either Act in accordance with the conditions stated on the certificate. This certificate will be issued for the lowest approved wage paid to a handicapped worker in your shop. A learner rate lower than the shop rate will be established for beginning workers in accordance with the program of the shop.

The certificate will usually be issued for a term of one year. Application for renewal certificate should be made at least one month before the expiration of the certificate held by the workshop.

Special Individual Certificate for a Homebound Client of a Workshop. Homeworkers employed in certain restricted industries who require special certification (as described above) must have a "Special Individual Certificate for a Homebound Client of a Sheltered Workshop." A copy will go to the workshop. Special individual certificates for homebound clients are to be renewed along with the workshop certificate.

Homeworker's Handbook. In keeping this record, close attention should be paid to the following: amount of material and approximate hours worked. A reasonable method should be developed for calculating the hours worked by the clients. Any homework amounting to over forty hours per week should be reimbursed at time and one-half the worker's regular rate of pay. (Please consult the pamphlet "Regulations on How to Keep Wage and Hours Records" sent with N. I. B. minutes.) Homeworker's handbooks may be secured upon request from the regional office of the Wage and Hour and Public Contracts Divisions in your area.

Several bills are now before Congress to increase the minimum hourly wage. If and when these bills pass, we will notify you of the changes affecting the present regulations.

C. C. Kleber

MRS. IRWIN DIES

Friends throughout the country and abroad will be grieved to learn of the death of Mrs. Robert B. Irwin on the morning of April 23. She was born Mary Blanchard, on January 10, 1884, in Scranton, Pa., where she attended private schools. In 1906 her father moved to Cleveland, where she became a social worker with the Cleveland Society for the Blind and later its assistant secretary. Soon she was employed as a visiting teacher by the Board of Education, specializing in work with blind children. She was married to Dr. Irwin in 1917 and has been his faithful helper ever since. She was secretary of the Clear Type Publishing Committee from the time of its formation until her death. The Irwins moved to Montclair, N. J., in 1923 and Dr. Irwin commuted to New York City where he was executive director of the American Foundation for the Blind. In 1947 they moved to the home which they had built at Pompton Lakes, where she passed away after four months' illness. The funeral was on April 25 in Riverdale, near Pompton.

Mrs. Irwin's main characteristic was total selflessness. She was interested in the troubles and joys of others, and latterly in the blind overseas. She wrote wonderful letters and although she was too busy to take an active part in club work, she had hosts of friends in Montclair, Pompton and wherever she went. Her joy and satisfaction was in being the best possible wife of a great leader in work for the blind.

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SUGGESTION BOX

by The Technical Research Department

WALLET-PURSE. For ladies, the "Hollywood Pinch Purse" offers sufficient advantages to justify its being handled by this department. It is attractive and compact, considering the functions it performs. It measures 4⅜ in. long by 3⅝ in. wide by ⅝ in. thick. It is made of natural pigskin mounted on a simulated gold frame. It is opened by squeezing the sides between thumbs and forefingers about an inch below the top. On one side it has a pocket for keys or other flat objects and a two-pocket billfold, closed by a snap fastener. On the other, it has a plastic coin holder with slots for pennies, nickels, dimes and quarters; a pocket closed by a flap with snap fasteners for larger bills, half dollars, cards or the like; and a transparent pocket for identifications, etc. Postpaid, $4.00.

FOUR-IN-ONE MEASURING SPOON. This is such an inexpensive utensil that it poses an interesting problem—the cost of shipping exceeds the cost of the article. Moreover, it seems quite likely, since it is such a handy device, that it will, within a year or so, be obtainable just about everywhere. At this time, however, it is hard to find, so it has finally been decided to offer it at two prices, depending on whether it has to be shipped separately or is included with a shipment of other articles.

The Four-in-One is a single piece of plastic about 5⅛ in. long. When it is set down on a level space, one end has a quarter teaspoon hollow, and the other a half teaspoon. It sits quite stably so that liquids can be measured by touch. If it is turned over, one end has a teaspoon and the other a tablespoon. However, in this position it does not sit level, for the teaspoon side is about a quarter inch above the bottom of the tablespoon side. If a spacer is placed under the teaspoon side, it will be sufficiently stable for filling by touch. If the Four-in-One is ordered with other articles, the price is 10¢. If it is ordered separately, the price is 20¢, to cover the cost of packing and shipping.

IMMA-WHIZ. Both the addition and subtraction, and the multiplication and division versions of this mathematical "Bingo" game are now available in braille. The former comprises twenty-four playing cards, each carrying, in braille and large inkprint six addition and six subtraction problems. There are eighteen answer cards (braille and inkprint). The teacher or leader calls off the answers at random and if a player has on his card the problem for which a called number is the correct answer, he notes this in some way. The first person to have answers called to all the problems on his card wins the round and calls out, "I'm a Whiz." Variations can easily be worked out by the teacher. Braille and inkprint instructions are included.

The division-multiplication version is the same, except that each of the twenty-four playing cards has six problems in multiplication and six in division. There are forty-five answer cards. Playing cards measure 6 by 6 inches. In the addition-subtraction game, the highest answer is eighteen; in the multiplication-division version, answers goes as high as ninety. The price of either set is $1.75, postpaid.

I. R. E. CONVENTION. At the annual convention of the Institute of Radio Engineers, manufacturers had exhibits which foreshadow the developments which may be expected in the near future. Considering the number of queries which come in about records and recording, a short summary here may not be out of place.

Readers will be glad to know that one exhibitor had a phonograph playing under water, even the loudspeaker was immersed and seemed not at all to bother the blasé goldfish swimming about it.

As was to be expected, motors and record changers were shown playing at all three speeds—commercial, long-playing and the RCA 45-revolutions-per-minute records. The RCA records have very large center holes, somewhat over an inch, but the manufacturers have got around that, either by bushings on the turntable or (in the case of the record changer) by spacers which snap into the RCA center hole and can be left there.

Most of the manufacturers of crystal pickups showed pickups which will play *all* kinds of records at the same needle pressure. They get around the needle change in various ingenious ways. One had both needle points on the same side of the cartridge and, by changing the tilt of the unit in the arm, brought one tip or the other in contact with the record. Another had one needle extending from the top and the other from the bottom, and by turning a knob at the front, the operator could turn the crystal over. Another supplied two tine cartridges, either of which could be snapped into the arm. All units operated at needle pressures of from 5 to 8 grams, or around a quarter of an ounce.

One of the most interesting recorders was the Wagner-Nicholls embossed recording system which is scheduled to list at $160.00. The quality was vastly superior to that of any of the embossing systems, including the All Purpose machine. Indeed, it was quite good, even for music. In many ways it is a radical departure from other systems. Instead of the conventional turntable, it uses a little driving disc at the center and the portion of the record on which the recording is made slides over a flocked surface. The same head is used for both recording and playing back. Even the needle serves both purposes, and the change in needle pressure is accomplished by the use of a lever. The recordings are made at 320 lines per inch, so that 15 minutes can be recorded on each side of a 4¾-inch disc. The pickup is mounted on an arm which travels across the back of the machine as the recording progresses, so that it remains tangent to the record groove at all times, and, no matter in what position the machine is held (even upside down) it still tracks. The demonstrator folded and creased a record and when it was opened out again it could still be played. It is not yet known whether these records can be played with the new pickups. The manufacturer played them on a standard machine, but the pickup base had been considerably altered, so that it appears that the earlier conventional pickups are not satisfactory.

Lower-priced wire and tape recorders were not exhibited. In the $1000 plus class, Magnecord gave a startlingly faithful demonstration of recordings essentially flat to 15000 cycles per second, with virtually no apparent harmonic distortion. This machine employs plastic tape.

LONG-PLAYING RECORDS. For those who have units designed to play the Columbia Long-Playing Records, and who have also an All Purpose Sound System, 240 line per inch lead screws are available at a price of $3.25. A special micro-groove cutting stylus is also available in sapphire at $3.75. Such recordings cannot be played satisfactorily on the A. P. Machine because the pickup will not track them without damage.

For making embossed recordings at 240 lines per inch, the embossing stylus which has always been supplied with our All Purpose Sound System is satisfactory, although such recordings must likewise be played back on some type of L. P. record player rather than on the All Purpose machine.

We are continuing research on the problem of discovering a satisfactory way of adapting the All Purpose machine pickup for use with 240 line recordings and Columbia L. P. records, but we do not feel we have a satisfactory answer yet.

Block Puzzle. For the peace of mind of those "block puzzlers" who have been losing sleep over the puzzle, we offer the following solution, perhaps the most simple of four possible solutions when the blocks are set up with the vacant space at the left. Imagine that the board is divided into twenty squares, four squares wide and five high. We will number the vertical rows from 1 to 4, starting from the left, and the horizontal rows from 1 to 5, starting from the top. The first number will designate the horizontal rows, and the second will designate the vertical rows. Thus, if we have the two vertical rectangles at the right, so that the empty space is at the left, we would designate the openings as 11—21. We will indicate the type of pieces to be moved, followed by the spaces which will be left vacant after the move. Horizontal rectangles will be designated by H, vertical rectangles by V, and squares by S.

Start: 11—21. HHV 14—24. VS 44—54. HHS 42—51. S 51—52. H 53—54. H 43—44. S 34—43. S 34—44. H 32—44. S 42—44. S 43—44. H 53—54. H 51—52. VSS 31—32. H 33—34. VV 13—14. H 11—12. HH SS 31—52. S 32—52. S 42—52. HH 44—54. V 24—34. VH 21—33. S 31—33. S 32—33. H 22—23. S 21—22. H 11—12. H 13—14. S 14—23. S 13—23. HH 11—12. SV 41—51.

There are also four possible solutions for the block puzzle when it is set up with the vacant space at the right.

Self-Threading Needles. The calyx-eye self-threading needles are no longer available from this department. We are completely sold out. We do not know whether more will be coming from England; an announcement will be made in this section as soon as we have them again.

WHAT ABOUT JOHNNY?

ALICE CHATFIELD

Without good conduct and order, satisfactory results cannot be obtained in the classroom. It is of the utmost importance that each teacher have a definite policy regarding discipline. Without it, disorder and confusion are inevitable. Conduct in the classroom is usually a fair indication of the instruction in the class.

Oftentimes the discipline for the year depends upon the kind maintained during the first week of school. *An understanding of each pupil* is, of course, the *best approach* to a solution of any discipline problem. It has been said that "a good teacher develops sufficient interest and activity so that she has no discipline problems."

Before you pounce on Johnny, *stop* and *think*. Do you know what makes him "tick" as he does? Why does he seem to grate on the nerves of his classmates as well as his teacher? Why is he discourteous, ill-mannered, fresh, and seemingly born tired? Why does he seem to have a sullen, defiant attitude? Why is he often late, inattentive, careless and too loud? Have you checked all of the possible angles and do you have all

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Mrs. Alice Chatfield is the first grade teacher at the Ohio State School for the Blind.

of the pertinent facts about Johnny? Will a hasty decision be good enough?

As his teacher, you are aware that the most vital factor in arriving at a successful understanding of any problem youngster is the home. Even in our residential schools parent cooperation is essential. There are nine chances out of ten that Johnny didn't become bad overnight. Maybe his parents and his neighborhood have branded him as "bad" or a "hopeless" case. Sending Johnny out of the room will not solve the problem. It has been said effectively that "education is not a commodity to be put together on an assembly line and delivered in packages. Rather, it has to do with the awakening of personalities and fitting children for life." A factor-like procedure in child training is doomed to failure. Freedom?—Yes. Freedom without supervision?—No, anything but that. The creation of happy and useful beings depends a great deal upon the *attitude of mind* created toward the job at hand.

It is during these early formative years that the habits and customs of the adult he is to become are being formed, habits which are exceedingly difficult to change once they have become crystallized. So, at this receptive stage, if Johnny pursues a well-rounded course of education and living, one in which he is given a share in managing his own activities, he is building for himself the capacity for an unstunted, straightforward outlook on life. Therefore, the successful, growing teacher will see to it constantly that she is a "good-will emissary", striving at all times to cultivate desirable, friendly relationships between the school and the community.

The following list of attributes, while not intended to be all-inclusive, can serve as a frame of reference to freshen your thinking from time to time as you prepare these pupils to become worthy members of a democratic society:

1. Personality that assists as well in teamwork as in leadership
   a. *Treat the youngster with consideration.* Remember that your conduct may influence his future attitudes.
2. Realization of the need for professional growth
3. Consideration of subject matter as a means to an end—the development of a useful member of a democratic society
4. Being not the first to lay the old aside, but not the last to use the new.
5. Being a member of the whole community—not a "schoolhouse isolationist"
   a. *Be friendly.* Many youngsters today believe they are failures, though they haven't had time to be. Further the development of social, not antisocial attitudes.
   b. *Discover the child's problems, if you can.* If you know his background situations, you may be better able to sympathetically help him.
6. Mastery of the teaching area and a knowledge of related areas
7. Provision of opportunities to practice democracy as a way of life
8. Possession of ability plus adaptability
9. Having a sense of humor plus common sense
10. A child-centered philosophy and objectives
    a. *Try to gain his confidence and respect.* Your chances are far better if he believes in you. Antagonism merely makes the approach more difficult
    b. Don't brand the youngster! Such epithets as "brat", "delinquent", "liar", are to be severely frowned upon. A positive approach is always preferable to a negative one.
11. Possession of physical fitness—patience, perseverance, kindness and enthusiasm
12. Initiative and "stick-to-it-iveness"
13. Adherence to a high standard of professional ethics

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AN EXPERIMENT IN ORIENTATION

LORETTA PEASE

He was standing before the cage of the myna bird, his face alight, his big brown eyes shining—beautiful eyes. "I didn't know there was a bird like that. I've read—," he hesitated. An apathetic, listless look came into his strong, intelligent face. "I have read—", but now he can no longer read. He likes to read. He likes bicycling, too. His days have been filled with joy on a productive Tennessee Valley farm. But most of all he likes to read.

This thing had happened to Jack slowly. At first he had hardly noticed it at all. When his mother discovered it, she had taken him from doctor to doctor. Always it was the same. "Optic atrophy. No known cure." And now he can no longer read. He can't ride his bicycle on the highway. He can't do this. He can't do that.

Jack hadn't wanted to leave home. He hadn't wanted to leave his five brothers and sisters, swell kids. Nor his Mom. Nor his Dad. Why, he and his Dad had been pals—, until now. Now they had sent him away. Wanted him to go. Made him go, in fact. Well, he didn't like it. He didn't like anything about it. He wouldn't stay. He wouldn't learn anything and maybe they would send him home.

"Sinbad! Sinbad! What's your name?" The myna bird changed his tone, pleadingly. "What's your name?"

Jack was one of a group of twelve new students at the Tennessee School for the Blind. They had been students in public schools, where, either because of very poor vision they had met continuous defeats and frustrations resulting in a sense of insecurity, or their whole status in life had been suddenly changed. They had been active normal kids—playing, working, studying, when something happened that shut them in eternal darkness. For Edgar it was a dry ice explosion. For Tom it was a dynamite cap which took

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Miss Loretta Pease has been in charge of orientation and counseling at the Tennessee School for the Blind during the past year.

one arm as well as his sight. There is a hook now where his left hand once was.

They have come to the school for the blind asking for a new lease on life. Each one comes, not fresh and young and unhurt, as the little beginner comes to school, but already a part of a fixed pattern. Here in the few school years remaining to him we must help him to face his handicap. We must train his remaining senses to replace, in a measure, this one he has lost. We must help him to discover and develop those talents still useful to him that he may become independent economically. We must give him interests and information to enrich his leisure hours. We must provide for him every possible opportunity to work in a group, to set up its policies and to do his part in carrying out its projects, sharing its failures as well as its successes, that he may develop, not only as an individual, but as an intelligent part of a democratic society.

Out of the tangled web of the peculiar needs of these older-new students we wove our plan for an ungraded orientation room. Here, amid pleasant surroundings and an abundance of interesting material we felt we could better guide these boys and girls in the making of their adjustments to their blindness, to the school, and to the other students. And here they would learn their braille.

This year's class ranged from ten to eighteen years in age, and from grade four through nine. Really, the only things these students had in common were that none of them could read braille and that all had come here for an education.

To learn braille as an end in itself would be dull business indeed. It is better that it be treated as a tool, the skilful use of which is to be highly valued. Since people learn readily only that in which they are interested and learn more rapidly from actual than from vicarious experiences, our immediate problem was to find out what things might interest this heterogeneous group. It had to be something near by, something simple, something that could be handled and something that would be challenging to eighteen-year-olds as well as to ten-year-olds. So we had gone to the near-by Children's Museum.

At the museum, Mr. Hassler told us that if we would build a pen he would give us a pair of guinea pigs. In the end we got the pigs, which we named Dot and Groper after the braille dots we were groping over. But that triumph involved the calculation of the cost of the materials for the pen and its construction. When we went to the lumber yard to purchase the materials, we talked to Mr. Hathcock, who showed us different kinds of wood, let us feel their texture and test their hardness. He described a recent visit to the forest of Oregon where he "felt like taking off his hat in the presence of the grand old trees." Back at school we had our first experience with a map with raised contours.

We went into the yard and examined a tree, its bark, its leaves, next year's buds, the size of its trunk and the spread of its branches. We measured the shadow of the tree. A blind boy held the tape at the trunk while a partially sighted one followed its shadow. A post and its shadow were measured. The height of the tree was calculated and stepped off. We returned to the classroom where we examined braille words: "tree", "bark", "leaves", "trunk", and so on. From time to time other trees were examined and the words grew into brailled sentences, built from these experiences. The sentences grew into stories varying with the grade level interests. At first I wrote them. Then they wrote them for each other. We illustrated these stories with tree leaves glued down with rubber cement. Each student fastened his stories together to make his first braille book.

By the end of the first month we were deep in the history and geography of Nashville. We visited every point of historic interest within walking distance. We visited the cemetery where the earliest settlers lay at rest. We read the dates on the tombstones. We visited Fort Nashborough. We climbed up Capitol Hill and imagined it when it was Cedar Knob. At the end of two months every child was reading a textbook on his own grade level. The stories he was reading in these books were the ones which described pioneer life. These stories helped explain the early life in Nashville. Every actual experience became a braille experience—an experience in reading, writing, spelling and arithmetic, as well as one in history.

Acquaintance with early life in Nashville led to an investigation of early life in Tennessee. This involved the geography of Tennessee, which in turn interested us in the geology of the state. When we were examining the Cumberland flood plain to determine why the early railroads were built along it, we discovered limestone underlying our school grounds. Why was it there? How old was it? Were limestone beds underlying all of Tennessee? While investigating the types of river traffic still carried on on the Cumberland River, we discovered a gravel pile. We examined it. What kinds of rocks did it contain? We got permission to carry off specimens. We gave these pebbles the hammer test, the scratch test, and the hydrochloric test. Were any of these rocks of economic value in Tennessee, other than gravel? Did anything else of commercial value come from under the soil of this state? We had to read to find out the things we wanted to know. We had to use geography books and science books.

In the gravel pile we also found fossils. In the dry stream beds at the school for the blind camp site we found many more. Crinoid stems are so numerous there that a few minutes groping in the dry runs rewards the clumsiest touch. We went home and read *Shovel-tusk*.

Somehow, this journey back in time, led to an interest in space. That took us out of the world we could feel. With thumb tacks for stars I made the shapes of constellations. We used clay moons to give a concept of the phases. With homemade gadgets we illustrated revolution and rotation. We visited the Vanderbilt Observatory. The blind saw the telescope. Those with some sight saw the moon and told the others what they saw.

When the legislature was in session the older students found out about the government of their state, visited both houses and talked to the governor. The little ones were busy building a half-face cabin with sticks and clay, and furnishing it, pioneer style.

Weather was often a part of our conversation. Air, sunshine, rain, heat and cold, the thunder, the wind, can be felt and smelled and heard. Yet knowledge about them was limited to superstitions about them. So we found out about air pressure by fastening a balloon to a flask where we had created a partial vacuum. We could feel the balloon sink into the bottle. We formed a partial vacuum in an oil can and saw its sides cave in. We made a kite and glider and flew them. We made a parachute and dropped a doll from a third story window. We read a brailled thermometer and a brailled barometer. We made weather predictions. We explained the deserts and tundras of the world.

By that time we were as interested in aeronautics as in weather. The little ones read stories of the development of aircraft and the early pilots. The older ones read about the parts of a plane, what makes it fly, what instruments are used, the relation of weather to flying. They read of nose dives, blackouts, and the "Flying Carpet." We visited Berry Field and were taken into a liner, just landed from Los Angeles. We sat in the seats, fastened the belts, and dreamed we were flying. We listened to the radio while the pilot reported his position. We investigated the instrument board and the tiny kitchen. At the weather bureau we saw the rain gauge, the weather balloons and their instruments. We heard at firsthand about weather and aviation.

This is the merest outline of our activities. The over-all picture is one of fun, of broadening interests and learnings. We learned to read what we needed to read, to write what we needed to write and to spell what we needed to spell. We worked the problems we needed to solve. Those who have sight learned how to best use that sight. The blind learned to value their other faculties.

And through it all we learned to plan together and to live together. We learned to respect one another and to share with each other. And out of this sharing grew a deep feeling of belonging. Of belonging to the school, to the state and to society, a sense of a place in the great scheme of things.

As the blind child's knowledge of the great variety of things with which he is surrounded increases, as the world in which he lives takes on meaning, he is challenged to see through the tips of his fingers the beauty of quality and texture and to hear with the joy of recognition the hum of an insect or the song of a bird. He consciously breathes in the freshness of the morning, the dampness of the fog, the perfume of the newly opened flower.

With this awakening comes a faith in himself, in his fellowmen, and in his God. Through his awareness of the wind sighing in the trees, of the water running over the stones, the hush of evening, coupled with a knowledge of their causes and results, comes healing. Only through understanding born of interests can that cold voice within the newly-blind which cries out, "Why am I blind, when all these others can see?" be stilled. Only through deep interests born of experience can his confusions and frustrations give way to confidence.

MARBURG INSTITUTE FOR BLIND STUDENTS

ERNEST C. HASSOLD

This morning, Professor Dr. Carl Strehl showed me his Institute for Blind Students. He is himself blind and his life's work has been to demonstrate that through a proper education the blind can lead the blind to a happy and useful life.

Prof. Strehl was born in Berlin some sixty years ago. He was in New York City when he became blind at the age of twenty—a young seaman bent on becoming a ship's captain. After he had lost his sight he came to Marburg, a quiet inland town, to study at the university. He has since studied economics and philology and received an honorary degree in medicine. All of his studies proved extremely useful once he found his life's work, at the age of thirty. In 1916 he founded the Marburg Institute for the Blind and during the past thirty-two years he has developed it into an institution of international significance and renown.

The basic idea of this institute is to educate the blind to help themselves by scientific training and vocational guidance. From small beginnings the Institute developed a group of accredited institutions, which provide several educational programs for pupils who have had six years of elementary schooling; a guidance service for 2,000 blind all over Germany based on an extensive archive of

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materials pertinent to the education of the blind; a library in braille of 30,000 volumes; a publishing house, printing shop and bindery, which from 1920-1948 has produced 1,345 separate publications and issues a sort of Reader's Digest for the blind, the periodical *Marburger Umschau;* and a factory for materials and machines for the use of the blind, from slates and notebooks to various kinds of typewriters and a stereotyper. It has organized an auxiliary Association of Blind Intellectual Workers, which in 1948 (its thirty-third year) had 727 members, 174 of them war-blinded.

This complex institution is housed in three different parts of Marburg. On the Liebigstrasse, in the heart of the little town of 42,000, a large old three-storied brick house with a veranda overlooking an extensive lawn houses the office, the study home for university students and the archive. I met Prof. Strehl in his office and was not aware of his blindness until he began reading figures to me from a report in braille. After an orientation in his office, we went through the house, visited the modern library building in the adjacent lot and then rode across the town past the Elizabeth church up a sloping hillside to the large and beautiful estate "Am Schlag", which houses the rest of the institution except for another dormitory which I did not have time to visit.

In his office, Prof. Strehl told me briefly about his institute, his association with the American Foundation for Overseas Blind, and his contacts with Louisville and its school for the blind. He was a delegate from Germany in 1931 to the World Conference on work for the Blind held April 13-30 in New York, where fifty-six nations were represented. This New York conference was the culmination of a series of international congresses held through the nineteen-twenties and it looked as if blind welfare would soon be organized on a world-wide basis. Then came in Germany the years 1933-39 with their totalitarian claim, to which, he said, the care of the blind had to some extent to submit for good or ill; and 1939-45 the great second world war with its tragic results. In connection with the conference in New York in 1931, Prof. Strehl took advantage of the opportunity to visit some of the American institutions.

Shortly after the war, Prof. Strehl reported to the American Foundation for Overseas Blind on the catastrophical situation of the blind in post-war Germany. Mr. Raverat of Paris, the European director, met Prof. Strehl in Zurich in 1947, and Dr. Robert Irwin of New York and Mr. Raverat met him in Stuttgart in 1948. These meetings resulted in a relief program for the destitute blind in Germany, which is to provide for both private persons and institutions, books, paper, records, plates, slates and printing machines; as well as mattresses, soap and chess games. On our tour of inspection I saw a bed made from the 3,000 meters of mattress ticking sent over; it was far better than any bed I had seen in any of the student homes belonging to the university.

The latest development was a meeting in Berlin on March 21 with the welfare officer of OMGUS and German organizations and institutions, from which Prof. Strehl had just returned. This meeting decided to set up at once a relief program for the blind in Berlin, for which the American Foundation for Overseas Blind will give clothes, shoes and laundry to the value of $5,000.

Prof. Strehl supplied me with several articles and reports and then took me on a tour of the buildings. He introduced me to every person we met, seemed to see and know them all, student or employee, blind or seeing. He first showed me a handbook on the care of the blind, which he had edited in 1927 and 1931. It was published in German in two volumes—one for Germany, the other for America and other countries. The section on education of the blind in the United States was written by Harry Best of Lexington. Prof.

Strehl said that the director of the school for the blind in New York, Dr. Merle Frampton, at one time had travelled all over Europe with this book as his guide, and is now urging Prof. Strehl to bring the book up to date and publish it in English.

The first person we met was Prof. Strehl's secretary, Dr. Rogler, a young woman who had come to my office two days before to inquire about an entry permit to England. From August 3 to 13 an International Conference of Workers for the Blind is to be held at Oxford under the joint sponsorship of the National Institute for the Blind in London and the American Foundation for Overseas Blind in New York. This is to be attended by delegates from more than twenty countries, and Prof. Strehl is to be one of the delegates from Germany.

In the course of one hour of inspection we met about thirty persons, most of them blind. And all but one of them seemed happy and contented with their work or study. Since I had always been told that the blind are exceptionally touchy and easily hurt, this seemed gratifying. It was in keeping with the state of the rooms and buildings we visited, where the living and working conditions of students and employees were altogether pleasant and agreeable. The one exception was a student who was looking for books in braille by modern writers—particularly Herman Hesse and A. E. Housman and found the English books only in shorthand, which he cannot read. Prof. Strehl told him to take a week off and learn braille shorthand—he himself had learnt to read German, French and English shortscript in eight days. The student kept on complaining. Later on, when we came to the publishing house, Prof. Strehl told the manager they must print more works by modern writers, such as Hesse and Housman.

As we went through the student home we saw blind university students with their readers preparing for examinations. Several were students of law; one girl was writing a dissertation on Elizabeth Barrett Browning's *Sonnets from the Portuguese*. We looked in at the archive which seeks to keep abreast of all new developments in the field of education for the blind and furnishes the basis for both the eclectic "Umschau" published here and the very extensive service in vocational guidance for blind intellectual workers all over Germany. The library next door contains 30,000 volumes in braille in all fields of university study of interest to the blind. It seemed particularly strong in cultural history, literature and music. But it lacks altogether wax records and "talking books". As we were leaving the grounds, Prof. Strehl, tapping the broken pavement with his cane, remarked that it was fortunate for them that the bomb that had destroyed the house across the street had only shivered the windows of the Institute, for had it hit them it would have destroyed some forty persons and some materials it would be hard to replace.

As we first rode and then walked up the hillside on the other side of the town, it seemed beautiful to me in the light and warmth of a spring day, but to the eyes of Prof. Strehl it was studded with deficiencies in the education of the blind. It lacked especially a swimming pool and equipment for physical education, and he emphasized the importance of physical fitness for the psychic condition of the blind. We entered the dormitory building which is large, light and airy. It has a marvellous glass porch, where a blind boy, who had just been graduated from the business school and was to leave school the next day, was sunning himself. Prof. Strehl knew all about him and his record—somehow he seems to see and recognize them all.

As we entered the manufactory of machines for the blind, I thought of Diderot and Franklin and how this practical side of a cultural project would have pleased them. Here blind and seeing employees join in producing a large variety of machines and materials used in the education of the blind, including playing cards and chess sets. About 1,200 machines are to be made here annually.

Upstairs in the same building are the publishing house, the printing shop, and bindery. They have printed here nearly 1,400 books. One of them is a history of the United States on zinc plates. There is a press that prints up to 800 plates an hour, and need for another. The difficulty now is that the firm that makes the presses is in Dresden in the Russian zone, so they will have to try to get one from elsewhere in Europe or the United States. They have received 5,000 kilograms of paper from the American Foundation for Overseas Blind and this has enabled them to produce works 30% more cheaply. They print many books in small editions of between fifteen and one hundred copies; the average runs between twenty-five and fifty. The books in braille are voluminous. A German translation of Eisenhower's book, "From Invasion to Victory", which was just being proof-read will fill five volumes in German braille and cost 1,000 DM to copy in shorthand. One of the most interesting features of this printing house is the production of maps. They are working on a relief map of the United States. Great care is taken by the cartographer to make each map scientifically accurate, and yet simplified enough not to confuse the blind reader. The maps I saw of the vicinity of Marburg, of Switzerland, of Great Britain and of the United States provided a sensate experience, which suggested that if such maps were used in all schools, they would immensely enhance the interest in geography.

Prof. Strehl wants to issue an illustrated prospectus of the visual aids produced here, but his camera had to be delivered in the Rathaus to the occupation authorities along with other instruments of war, and so far he has not been able to buy a new one or to beg or borrow one from Leitz.

A blind girl was reading proof on Shaw's *Saint Joan*. Prof. Strehl told the manager that a student had complained about their lack of some modern books. He was told that Hesse's *Glasperlenspiel* was in process, but they would print other works by him. He showed me the alphabet in different languages—German, English, Esperanto, French, Greek, Hebrew, Italian, Latin, Russian, Spanish—and told me about the Bible in Greek and Hebrew which they are printing volume by volume.

Their catalogue of publications covers sixty-eight pages, forty-eight of which are devoted to books in various languages and from various literatures, ancient and modern. They have printed nine operas and fourteen other works on music, thirteen on chess, nine on geography; and have made about twenty relief maps which cost from one dollar to two and a half. They have just received a request from Green Isle, Minnesota, to print the *Lutherische Bote* of the Missouri Synod of the Evangelical Lutheran Church.

When I left Prof. Strehl, I felt that I had spent one of the best times of my stay in Germany so far. When I found time to read the four pamphlets and manuscripts he had given me, my firsthand impressions of the work of the Institute for Blind Students were broadened and deepened. I was particularly interested to learn a bit about the history of the education of the blind and about the present status of the subject.

The traditional attitude towards the blind may roughly be summed up in the ironic question: Can the blind lead the blind? Will they not both fall into the ditch? This is most poignantly expressed in the realistic painting by Breughel on this subject. And it has not yet lost a symbolical relevancy to our life today. But in the eighteenth century a change in outlook set in. Diderot's *Essay on the Blind for Those Who See* in 1749 both symbolized and stimulated the growth of a new conception, according to which the blind were no longer regarded as either rapt seers like old Teiresias, or as unfortunate creatures, bereft of reason along with their vision, but as human beings whose capacities had to be scientifically studied and humanly developed. Two countrymen of Diderot took up the impulse which he had given and which the French Revolution had reinforced: Valentin Haüy, a philanthropist who founded the first school and workshop for the blind in Paris, France, and Louis Braille, who developed the six-point script, which has gradually come to prevail in the rest of the world, and since 1932 in the United States also.

When Haüy's institute for the blind was closed by Napoleon, the result was the spread of his idea. Haüy was invited to Russia, and on the way stopped in Berlin where he had an opportunity to present his case to the king and queen of Prussia. An institution on his principles was established in Berlin in 1806; a similar one, influenced by his ideas, had been established in Vienna in 1804. The War of Liberation (1813-14) provided inmates for three new institutions for the blind in eastern Germany. Later in the nineteenth century the movement to educate the blind was supported by social legislation and by international congresses, which began in 1873 (again after a war) and culminated in 1931 in the World Congress in New York. After the first World War, the new aspect of the development was vocational guidance and training, undertaken by the new institutes, such as the one in Marburg.

By 1933, 90% of all the blind in Germany who were capable of working were either employed or so provided for that they were not indigent. The depression of 1929-32 caused many hardships and dismissals, but welfare organizations and governmental agencies cooperated in reducing these to the minimum.

The situation in 1945 Prof. Strehl describes as catastrophical. The three greatest institutions in Koenigsberg, Breslau and Stettin in the east were lost. The rest of the institutes in the East Zone were partially destroyed, or taken over by the occupation authorities. Nor was the picture far different in the West Zone. Of the institutions there, 50% were totally destroyed, 25% damaged severely by bombs or other action. Few were left of the teaching staffs. Blind children had to stay at home and their parents had found some sort of asylum in villages. A stream of homeless ones poured in from the east: the personnel of entire hospitals, workshops, homes, came across the Upper-Neisse or Elbe, with nothing but what they could carry. Many of these were blind. Reduced in size by the Potsdam agreement, Germany still has 70 million people, and the number of blind was increased through the war by about 8,000-9,000. The total is about 42,000, of whom 29,000 are in the West Zone, to be cared for by institutions, and with materials that have been severely damaged where they have not been totally destroyed. The Institute at Marburg has been exceptionally fortunate both in being spared from destruction and in receiving support from the American Foundation for Overseas Blind and from Bizonia. But in view of the general situation, its functions and responsibilities have been vastly increased.

In conclusion, I must testify to a strong impression that Prof. Strehl is one of those persons who did not waste his time between the two wars. And I am glad that, living in Marburg, I have not missed one of its most beneficent contributions to human welfare and to that other Germany which deserves to be better known in the world at large.

An informal conference of workers for the blind was held in Nagpur, India on January 31 and February 1, 1949, under the auspices of the National Christian Council of India, Burma and Pakistan. Representatives of the various Christian institutions for the blind in India were present at this gathering. The Government of India has finally accepted Uniform Indian Braille as the standard braille for Indian languages and it was decided at the conference that in future all Christian literature for the use of the Indian blind should be embossed in Uniform Indian Braille.

BRAILLE REASSESSED

Due for Elevation from Code to Script
Turning Point in Asia and Africa

SIR CLUTHA MACKENZIE

Part I

I suppose that, even though we term them "scripts", the written characters of all languages are in reality codes. One imagines that in the best circles of the written word, scripts consider themselves a cut—indeed, several cuts—above mere codes. Braille has usually been dubbed "code", but, discovering myself writing of it one day as a script, I turned to study it in that light. It is a *parvenu,* of course, invented only 120 years ago, with no origin shrouded in the mists of antiquity, bearing none of the artistic sanctity of Chinese ideographs nor any of the illustrious associations Sanskrit, Persian, Greek and Roman can claim with the glories of classical literature and ancient history. Yet braille has its own special claim to greatness. It is quite the simplest script man has ever designed; it is the most versatile in creation. Not only can it fully express every written language but equally readily it is the humble vehicle of music, shorthand and numerals. Its birth was romantic, invented as it was by a blind man to solve a problem which had long perplexed those who wanted to light the road to the education and culture of the blind. It has done its task well, and has surely earned promotion to the rank of script.

This is not just a matter of sentiment but one of practical significance. You can change a code at will and often do. Many of the older generation will recall that because we of the English-speaking countries treated braille too much as a code and not enough as a script, we got into deep water. Two or three groups thought they could improve on Braille's codification so we had many unhappy wasteful years of rival English brailles. Had braille had the status of a script from the first, this tragedy might never have happened. Roman had that status, which seems to have made it unthinkable that its characters should be juggled about or laid over on their sides the better to express the European tongues. But this was what was done with braille just because it was only a code. It is fair to add that the motives were good—to achieve a better symmetry in the setout of the characters, calculated to ease the task of the reader or help the beginner to memorise the system, though at best these were ephemeral aids.

The Spread of Braille

As a script, too, fewer liberties might have been taken in the process of "braillising" other world scripts. For the most part European and classical languages were transliterated letter for letter from the original French braille. Thus about the same degree of uniformity links the braille scripts of Europe as

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Sir Clutha, speaking after ten years of association with blind welfare in the area between North Africa and China, here outlines the urgent need for establishing guiding principles in the evolution of braille as a world script. For the reason that important movements for single brailles for national languages are at present on foot, he emphasizes that we stand at a critical point in braille history.

links the Roman. When, however, in the absence of a prescribed standard, recognized principles or central authority, braille was carried to non-European languages as a code and not as a script, serious liberties were naturally taken. The bearers of braille to distant Asian and African outposts were chiefly British, American and German missionaries. Founding the first schools for little blind children, they had to improvise a braille for the vernacular, a comparatively easy task when, without regard to the brailles of other languages, only the local script was being codified.

Methods of Adaptation

The brailles of these pioneer workers followed one or other of three methods:
Method 1, by imposing the original braille seven-line sequence on top of the normal sequence of the alphabet concerned;
Method 2, by planning a new symmetry to fit the local language with a view to making it easier for the children to learn the signs;
Method 3, by allotting the original braille signs to the new language on the rough-and-ready principle of "same-sound/same-sign" or "same-letter/same-sign" as far as this was possible and giving more or less arbitrary signs for such extra sounds as there might be.

Luckily, Method 1 was resorted to by only a few workers who apparently believed that great virtue lay in the original braille order. It was a simple but harsh and arbitrary procedure which had the effect of cutting off the local braille from all outside association. On the supposition that only the local blind would use it and that they themselves had no need of a second language, Method 2 would be excellent and sympathetic, but otherwise isolationist. Fortunately, Method 3 was the one chiefly followed; and under the haphazard circumstances of the time, this preserved a rough-and-ready phonetic uniformity between Europe, Asia and Africa so far as their alphabets shared sounds or letters in common. Where there were no sounds in common, the planner selected arbitrary signs.

Thus we have a situation in which braille has acquired the broad status of a world script, leaving it only here and there as a local code. In fact, almost the whole world is embraced by International Braille—the European languages (including the classical) covering the continents of Europe, North America, South America and Australasia as well as the European-speaking elements of Asia and Africa; and we may add to these the brailles for the following non-European languages: Turkish, Hebrew, Armenian, Persian, Urdu, Hindi, Gujrati, Maratti, Kanarese, Tamil, Malayalam, Burmese, Malay, Chinese Mandarin, Cantonese, Hausa, Dinka, Swahili, Luganda, Chinyango, Nyanja, Zulu and Polynesian. There may be others of which I am not aware.

True, the phonetic relationship is often defective and erratic and far from what was possible had the disciples of braille been in a position to work on set principles from the first. Their efforts, however, constitute a valiant and inevitable stage; and it remains for us, rendered knowledgable by a century of experience, to contribute all we can to better braille's future evolution.

The Situation in Asia and Africa

At the moment, quite 99.9% of braille printing and publication is done in Europe and America, in International Braille. On the other hand, the blind of Asia and Africa enormously outnumber those of Europe and America. When I was given the task of reporting on blindness for the governments of India and China my co-workers and I found that the blind of each country numbered at least two millions, and certainly no less than another million dwell in the rest of eastern and southern Asia and the Middle East. Only about three thousand in India and the same number in China have as yet come under the influence of modern blind welfare. A recent letter from Persia tells me that only thirty of her blind people know Persian braille. Nowhere throughout this great area has substantial braille printing been undertaken, and of course, until it begins, blind education will be heavily handicapped. The delay is due in no small measure to the crop of contradictory brailles sown by pioneer workers—half a dozen in China, eight in India and four in Arabic-speaking countries. Movements have been on foot for some time to bring about a single braille script for each of these three areas, but the lack of guiding principles in the world use of braille is still hampering rapid and rational solutions.

Complexities

Their problems are of course incomparably more complex than ours when we reduced our rival English codes to a single standard script. We were dealing with but one language, English, and but one script, Roman. The linguistic areas of Asia overlap inextricably, nor do they coincide with political boundaries. Scripts like Chinese may involve 40,000 ideographs, or like Tamil thirty-two characters. They may be tonal, syllabic or alphabetic, or, another little trifle, they may be read from right to left or from top to bottom. Of the existing Chinese brailles, Ku Shou Tung delights in 408 braille signs, while Wu Fang Yung has forty-four, Ke Hua Sin Mu Ke Ming sixty-three and Sin Mu Ke Ming fifty-four.

India's Many Languages

The old Indian sub-continent possessed eight brailles; Shireff for Hindi, Urdu and Gurmukhi; Nilkanthrai for Hindi, Mahratti and Gujrati; Kanarese and Mysore; Palamcottah for Tamil and Malayalam; Oriental for Telugu, Gujrati and others; Shah for Bengali and Advani for Sindhi. Method 1 or 2 was used in forming Oriental, Shah and Advani brailles; Method 3 in the remainder.

Unpopularity of Symmetrical Brailles

It is interesting to note that Oriental braille (Method 2) was carefully and scientifically planned by two educationists, Messrs. Knowles and Garthwaite, in 1902, as "one alphabet for the blind for all Oriental languages." That it was not so adopted, excellent as it was, was probably due to the fact that it broke away from the phonetic association with the European braille which most other Indian adaptations retained. Again, in 1942, four sighted gentlemen plotted a single code called "Uniform Indian Braille" for thirteen Indian and Persi-Arabic languages. Chiefly using Method 1 they provided for phonetic unity within India itself but once more failed to retain the old phonetic association with European braille. For this reason the Indian blind seemed unprepared to accept it and have expressed their views in a series of resolutions typical of which is the following, passed at an influential conference in Bombay, in June 1948—"This Conference, therefore, urges the government to appoint a Committee of the Blind, as, after all, the blind are most directly and deeply affected by the question, to be assisted by sighted linguists and expert phoneticians to frame and adapt a Uniform Indian Braille Code based on the similarity of sounds of the signs in the International Braille Code, as that will best facilitate the education of the blind and keep them in touch with the peoples and literatures of the world."

The Government of India, after considering the views of the various schools of thought, has taken a statesmanlike attitude and has said, "If a satisfactory world braille script is devised by international agreement in the same way that English Braille was standardized in 1932 by agreement between the English-speaking countries of the world, we shall not hesitate to fall in line with the rest of the world." In so saying, the Indian Government has made a substantial contribution towards the solution of the most complex problem braille has yet faced.

LANGUAGE AREAS NOT CONFINED BY POLITICAL BOUNDARIES

We English-speaking people are notoriously lazy about learning other languages, so it is not altogether easy for us to appreciate the extent of bilingualism and trilingualism in the East. India, for example, is as prolific in languages as the whole continent of Europe and far more prolific in scripts. While some Indian languages stray little beyond districts or tribal areas, others overlap a good deal and a few are almost general. An educated Indian is usually fluent in two or three Indian tongues and English as well. This applies also to the blind Indian. Apart from books of the Bible virtually nothing has been printed in vernacular brailles, and consequently he has become accustomed to looking to the generous supply of braille books and magazines, British and American, for his literary enjoyment. Gratifyingly enough, the government has plans well advanced for braille publication on a big scale; all the same, the Indian blind expect to draw upon English braille for a long time to come. This reliance upon English braille for reading material is in fact general throughout the area under discussion—a situation which has strengthened the desire of its blind for a phonetic world braille. The Indian blind man realises, too, that while English braille means a great deal to him today, ready access to Persian, Arabic, Russian or Chinese may mean just as much or even more to him tomorrow.

The advantage to the blind reader of several languages is, of course, that the bulk of the braille characters carry the same sound or nearly the same sound in whatever language he turns to. A further consideration is that large Indian communities have settled in Africa, the East Indies, Fiji, Burma and Malaya, while commerce and study take many Indians to Europe and America, where any measure which contributes to linguistic freedom must be of advantage.

MALAYA MEETS THE SITUATION

Malaya, in fact, supplies a striking illustration of how this braille puzzle can be solved. Probably no other country in the world employs four such violently diverse languages and scripts: Malay, the script of which is Arabic; Tamil, a Dravidian language of southern India; Chinese (Mandarin) and English. A government committee studied a Standard International Braille chart worked out in India by a committee of British and Indian blind, covering fourteen languages. With minor modifications the government accepted the Tamil, Arabic and English as set out on this chart and adapted Chinese (Mandarin) to fit in with them on the same-sound/same-sign principle. With Malaya's various communities using one another's languages, with the possibility even of the languages becoming merged to form a new one, and for the immediate task of teaching mixed classes in the local blind school, the advantages of a single phonetic braille are obvious. In fact, the Malayan situation is a microcosm, certainly a large one, of the braille situation throughout the whole area from west Africa to the Pacific.

PERSIAN AS AN EXAMPLE

Last year I was asked by a blind Persian and a Persian expert in linguistics to discuss the application of this principle to the Persian language. An earlier missionary adaptation under Method 3 had already been made. They strongly approved this phonetic principle and together we worked out a more ample form, associating Persian braille both with Western braille and with that adopted by Malaya. They regarded many Standard English Braille symbols as adequately representing a considerable range of Persian characters, as, for example: B,D,F,G,H,J,K,L,M,N,P,R,S,T,V,Y, and Z. Certain of our standard contractions, representing two Roman letters, stand for sounds which are expressed by a single Persian character, example Ch and Sh. An additional Persian J carries the sound of the French J. C, W and X have no equivalents in Persian. Our vowels are used, but call for some modification. Though not differentiated in everyday speech, slight variants giving two extra S and three extra Z sounds need to be provided for in the alphabet.

With his braille shaped in this form, a Persian learning English or vice versa is in a similar situation to that of a sighted English speaker learning a Continental language. As a blind man, the Persian is working in a common script and has only to make the average range of adjustments in pronunciation and usage experienced by all who learn foreign tongues; whereas a sighted Persian learning English has to work in a strange script. For the student learning a second language, it will be necessary, as is already done in the case of seeing students, for him to have a braille key giving the exact values of the braille symbols in the new language.

Arabic Brailles

Persi-Arabic languages are used over a wide range of territory from the Pillars of Hercules to the Western Pacific and merge with many Indian languages. Several brailles have been designed for Arabic and it is to be hoped that, when a final single form is drawn up, it too will be in line with world braille script. The present Egyptian adaptation follows Method 1, that is, the original braille sequence has been imposed upon the Arabic alphabetical sequence, and, what is more arbitrary, the braille is read from right to left and the signs themselves read in what we call "looking-glass fashion." The first sign, therefore, is dot 4; the second, dots 4-5 and so on. Islam is conservative in traditional matters, but, during my years in the Middle East and India, I have always found the Moslem peoples kindly and helpful in their attitude towards their blind.

Towards a Single Braille

As already stated, China, India and the Arabic countries are planning single brailles. This is very much to the good, but it must be clear to all that, infinitely better than a single separate braille for each of these areas, would be one and only one braille, for all three. Even greater still would be the merging of this single braille with world braille. In essence this amounts to achieving three evolutionary steps in one and brings us logically to braille's final development.

A Turning Point

The present moment, therefore, when Asian and African pioneer brailles are still malleable and before libraries have been established, is a critical point in braille history. Realising as we do, the unhappy consequences of the haphazard past, we have the choice of establishing principles, of promoting braille permanently to the rank of an international script, or of leaving its dots still to be turned this way or that at the whim of the local planner.

If we accept the former, the sun would set on the day when braille was rough-handled as a lowly code, and will rise on the glorious morrow with braille recognized fully as a world script, ready to yield to the blind the full advantage of their unique position as the sole possessors of such a script. There are difficulties, of course, but they are capable of solution and we shall talk these over in the next article.

BOWLING TOURNAMENT

The second national tournament for blind bowlers will be held on July 9 and 10, under the sponsorship of the Industrial Home for the Blind. It is hoped that as many as a hundred teams may enter the competition.

Address inquiries to: Arthur E. Copeland, Director of Recreation, Industrial Home for the Blind, 520 Gates Avenue, Brooklyn 16, New York.

WHAT DO WE TEACH?

SOME ASPECTS OF THE HOME TEACHER'S WORK

MARY MELVIN

This paper is not presented with the idea that the possibilities here hinted at have been fully explored and no attempt has been made to classify all helpful procedures. Not every student will derive equally satisfactory results from the approach here outlined.

The home teacher of the adult blind teaches adjustment. Yes, provided that we do not mean by "adjustment" a state of blessedness once achieved by certain rigid tests and thereafter held at a fixed point. A teacher must conceive of personal adjustment as ever-changing and shifting minutiae of everyday life. Spiritually, we all know that we can fall from a state of grace, and psychologically and socially we can all depart from the most satisfactory adjustment. To assume the rigid attitude that this blind student is very well adjusted, and the other is not, according to some narrow standards of living which the teacher has set up, is to lay ourselves open to the criticism included in the satire, "His status is quo."

We cannot teach our adult blind students one way to do certain things which make life easier and say that this way is right, and another way wrong. A home teacher suggested to Mrs. H. that she might like to learn to dial her phone as that would give her a certain degree of independence; but Mrs. H. had not thought of doing that before and so she declined the lesson. On the second visit from the teacher, however, Mrs. H. suggested that she would like to learn to dial the phone. So she had a lesson in dialing, which was, incidentally, also a lesson in general finger manipulation without the use of sight. At the time of the third visit, Mrs. H. announced that she had dialed the phone and called up several old friends with whom she had not communicated since losing her sight. "But," she added, "I did not do it the way you showed me. I did it my own way." Excellent! Excellent! Mrs. H. is an adult, and must be treated as such. There are doubtless several satisfactory ways of dialing a phone without looking at it. The point is that Mrs. H. was encouraged to try it, was given a little basic finger training, and received a demonstration of the fact that she could do certain things without sight.

Mr. B., aged 23, and blinded four months previously, wanted a few suggestions about table manners. It must be remembered that Mr. B. already had a set of fairly good table manners established. Mr. B. and the teacher did not thereupon inaugurate a curriculum of banquets, breakfasts and luncheons. Such a procedure would be hard on the figures of the pocketbook and of the person. No, Mr. B. was encouraged to teach himself by several tests the difference in feel under the fork between potatoes and meat, potatoes and some softer vegetable. Sliced beets under the fork have a quite different texture from that of broccoli. Mr. B. might even have it pointed out to him that a salt cellar is usually heavier than a pepper castor of the same make. But, be careful! The salt cellar may be empty, and

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the pepper full. There are no cut-and-dried rules. We point out to our students how best to utilize "the total sensory potential", to quote Dr. Berthold Lowenfeld. We do not prescribe definite rules. We encourage them to make their own discoveries, to compare and judge. We point out and illustrate the general rule, and leave the student to make his own adaptations as far as possible.

Hand-training, in its fullest implications, is so important to a blind person that this one aspect of the home teacher's work is frequently fundamental to the newly-blinded student's better and progressive adjustment —to develop to the full the sensitivity of the fingertips, the muscle control and the kinesthetic sense. Typing is thus a drill in muscle patterns, and the intelligent blind adult enjoys having this pointed out to him. Mr. F., aged 58, was a highly intelligent man whose mental and social ability was above average but whose motor ability appeared unequal to his other capacities. His typing was fumbling and uncertain. The teacher worked with him, with his hearty cooperation, toward building exact, precise finger movements, explaining that this method of going directly after a given objective was one way to make for sureness of movement, for rhythm, and, therefore, for pleasure in many other activities besides typing. Having worked with this point of view in mind for about three months, Mr. F. vastly improved his rhythm and his sureness of touch in typing, thereby improving his speed and accuracy and likewise deriving greater pleasure from the mere act of typing. It was then that he explained to the teacher that he had had a slight stroke a few years earlier from which he had entirely recovered so far as the grosser movements and the larger muscles were concerned. A year later, when the teacher again met Mr. F., after his lessons had been discontinued, his precision of movement in the ordinary affairs of his daily life was noticeable and he himself remarked upon it and attributed it largely to his having given attention to muscle patterns and to what he called his kinesthetic sense.

Mr. M., a very discouraged newly-blinded man of sixty-three, an accountant by profession, was first induced to learn typing. Later he expressed a wish to renew his favorite avocation of years past, that of playing the piano. He had not touched the piano for several years and thought that for him to play without sight was an effort in the stratosphere of impossibility. The teacher played simple things for him, then encouraged him to try simple chords and soon he was again playing what he had formerly played in his youth. But all this playing was preceded by hand-training, the use of the hands to visualize what he was doing, the coordination of his hands without the guidance of the eyes. He cultivated his positional sense and later used this basic skill in other activities. This kind of hand-training can be very well given through typing. A little hint of elementary physiology and psychology thrown in on the side can be mulled over and utilized by the thoughtful student when he is experimenting by himself.

The playing of brailled dominoes can be very useful to home teachers, to afford pleasure, to foster better acquaintance with a new student and his family, and, incidentally, to enable him to observe the use of the hands. An occasional suggestion as to the enjoyment the teacher derived from art objects will cause wonder and later some quiet thinking on the part of the student. An ornamental pin with a simple design in relief or a carefully selected figurine taken from the teacher's bag and slipped into the hands of the student can not only afford pleasure at the moment, but may lead to his going on exploratory expeditions in search of beauty through the tactual sense. Mr. G., aged 60, had been a lumberjack in the Canadian woods. He had blinded himself while attempting suicide and he was now very melancholy. He enjoyed talking French with the teacher. One day the teacher slipped into his hand a piece of carved wood saying, "Monsieur, voici un objet d'art." * Spontaneously, he laughed aloud and said, "O! Mademoiselle, c'est un petit cerf." ** From then on he felt more comfortable using his hands to discover means of living more successfully. We must be cautious, however, not to force this appreciation of beauty through the sense of touch, and often not to approach it directly at all. A casual, natural, but always genuine expression of enjoyment of beauty through the fingers on the part of the teacher is helpful. But the blind student must not be led to suppose that the teacher is suggesting that the pleasure to be thus derived is identical with the pleasure derived through sight. Also, we must be cautious not to produce nostalgia, disappointment, amounting at times in the newly-blinded to revulsion against examining objects with the hands. There is a natural diffidence in the newly-blinded against letting a person with sight witness his investigating slowly and awkwardly some object that he formerly glanced at and took in with no effort, with no conscious movement. As Mr. C. once put it when asked if he enjoyed a piece of sculpture, "I would rather depend on my imagination." However, it was noticed that when others in the group were handling some new gadget, he clamored to have his chance to examine it. Also, when a sight-seeing tour to the antique furniture display at the art gallery was suggested, he did not want to be left out. So, diffidence about handling objects can be overcome and the habit of using touch readily and freely can be cultivated.

What then? Do we insist that all blind adults submit to a fixed curriculum of hand training? Obviously not. We work to develop, or to show our student how to develop his full "total sensory potential." But if his total sensory potential is extremely restricted, we do not spend endless hours trying to have him do those things which would probably end in frustration for him. Mrs. G., aged 66, was a diabetic and could not read the braille characters with any degree of satisfaction. Also, she was arthritic and her fingers were stiff and bent. She could not type with enough facility to give her a feeling of success. However, she learned both braille and typing mentally, so to speak, but typing and reading braille are dependent upon physical functioning. Nevertheless, Mrs. G. needed some stimulation and encouragement suitable to her condition. She was a good and quick student, and enjoyed learning. She had a good ear for rhyme, a feeling for rhythm and a spirit sensitive to beauty. These were her endowments to be used for her enrichment by the teacher and herself. A poem was read to her one day from a braille book and she expressed a desire to write poetry. It developed that her idea of poetry was very limited, and that she thought of poetry as little more than doggerel, or at best, sentimental repetition of certain clichés. The study of modern poetry was suggested and this was begun with the teacher reading the lesson from braille, leaving Mrs. G. to re-read it to herself as best she could, to refresh her memory as to those sections of which she felt less sure. Mrs. G's progress resulted in her having several of her poems published in the local newspaper, and on four separate occasions she won a small money award given for the best poem of the week. These prizes were a great satisfaction to her.

Mrs. R. was a woman of sixty who had been blind for ten years without any special instructions from a home teacher. Her hands were too quiet and passive for her own pleasure. She had spent ten years without having realized the possibilities of a more active use of the inquiring hand. After our months of special lessons, her hands were more active and she gradually discovered for herself that she could help form pictures of things about her by examining them with her hands. A blind person generally uses his hands more than does his sighted brother but he uses them in a slightly different manner. In order to coordinate his movements without sight, he keeps them closer together. He lets the one guide the other. A newly-blinded person appreciates having this matter called to his attention as it helps him to feel less awkward. When Mr. Y. first tried to write with a pencil after losing his sight, he did not realize why he felt so lost and baffled. He was more confident later when he had learned to keep his two hands close together. Another difference between the sighted and the blind as to the use of the hands lies in the degree of pleasure which may be derived from the tactual sense. This subject, however, needs inquiry of its own and cannot be elaborated here. Simple leather assembly for the middle-aged and elderly persons and texture weaving with patterns perceptible to the fingertips for the younger and early middle-aged persons are valuable sources of pleasure as well as training. In commercial weaving the preference of the sighted person for color design, often regardless of texture, must be recognized. However, the home teacher, as such, is not teaching handwork for commercial purposes.

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* Here is an art object.

**O! Mademoiselle, it is a little deer.

Much has been written and said as to psychological adjustment to blindness and it cannot be stressed too heavily. But we must bear in mind that we are made up of body and mind, and the psychosomatic approach to adjustment problems is sometimes neglected. The home teacher instructs a student as far as possible how to live effectively without a part of the normal sensory equipment. She tries to develop the residual sensory equipment to the full, leaving the individual to work out for himself small differences in method and technique. He may also get suggestions from other blind persons of his acquaintance and from reading. The home teacher wants to aim at fundamental instruction, in drill and in muscle patterns. There is nothing peculiar about the psychological make-up of most of our students, and for those few who have an abnormal psychological deviation, we are not trained to offer help. Insofar as the problems presented by the newly-blinded adult are teaching problems we ought to be competent, and we ought to strive to improve our professional knowledge and skill as judged by the most liberal, progressive and broadly professional criteria.

INSTITUTE FOR PARENTS

The fourth Institute for Parents of Blind Preschool Children will be held at the Illinois School for the Blind, Jacksonville, June 10 through June 16, 1949. The institute is under the sponsorship of the State of Illinois Department of Public Welfare, the University of Chicago Clinics, the Office of the State Superintendent of Public Instruction, and the Jacksonville Board of Education. Sponsoring agencies are those which contribute either money or staff to the institute and other cooperating agencies. The institute is under the general direction of the Division for the Blind, Department of Public Welfare, of which Raymond M. Dickinson is superintendent, since this division has charge of the program of home counseling service for blind preschool children and their parents to which the institute is a coordinate service. The purpose of the institute is to give information and guidance to parents in the home training of their child, and stress is given to normal child development and the needs of the blind child.

Parents of children between the ages of two and five years are encouraged to attend with their children; parents of younger children may attend without their children. The three previous institutes have been very successful; giving us a good example of the cooperation and teamwork of a number of agencies, public and private, to meet a real need.

BOOK REVIEWS

Which Grade of Braille Should Be Taught First? By Madeleine Seymour Loomis. 103 pp. New York, N. Y.: Columbia University Press, 1949.

Which Grade of Braille Should Be Taught First? is a current question among educators of the blind. Like previous issues in the history of touch-reading the present one has been given much lip-service, but little written scientific analysis. The author, a teacher and an expert braillist has carefully assembled all facts, analyzed them thoroughly, and submitted conclusive evidence that "Grade Two should be taught to all beginners." The book is a challenge to all those who are vitally interested in the teaching of braille.

Complete understanding of the problems involved is dependent upon a thorough knowledge of the structure of the braille system. The first chapter is a resumé of this basic structure; a summary of the following facts. The braille system is based on a cell of six dots; three high and two wide. Psychologists have shown that this method of arrangement is preferable to two dots high and three dots wide, for the finger has a greater vertical extent than horizontal. From this cell of six dots, only sixty-three combinations are possible. The finger is required to recognize only forty-four different sensations. A single dot will always feel the same no matter where it is placed; but the six positions of the single dot are counted as six formations. Sensations and formations are illustrated in tabulated form in the book. The number of sensations for the sense of touch to memorize is reduced to a minimum. The braille system is not restricted by the limited number of symbols. Learning Grade Two at the outset does not require that the learner learn more combinations or more symbols.

The finger cannot travel as rapidly as the eye, consequently tactual reading is slower than visual. Early educators quickly realized that the number of symbols to be felt must be reduced if desired results were to be attained. This is the function of braille contractions. A sign which is used to express more than one letter is a contraction. One symbol may denote a group of letters or in many instances an entire word. Literary braille is not phonetic; a contraction does not represent a sound. A contraction may have multiple duties but the reader is never required to guess the intended meaning. Well-drafted rules govern the meaning of dot formations so that no contraction is ambiguous. There is no confusion for the beginner who learns only Grade Two.

The braille system, as used in the English-speaking countries, is divided into four grades; the higher the grade, the more numerous are the contractions. Grade One is braille written in full spelling. All words require the maximum number of signs to express them, and the greatest possible amount of finger work. Grade One-and-a-Half braille was the official system of the United States from 1917-1932, it is not part of Standard English Braille. In addition to the symbols of Grade One it has forty-four contractions. Use of contractions is based upon syllabication. Syllable division, determined by lexicographers, is variable and of no value from the standpoint of reading. The reader is conscious of words, not syllables. Grade Two, adopted in 1932 as the official system for English-speaking peoples, is the original Grade Two of Britain slightly modified. Grade Two contains all the symbols of Grade One plus one hundred and eighty-five contractions. Seventy-three are abbreviated words which are easily memorized, as *"pd* for *paid, sd* for *said."* The forty-four contractions of Grade One-and-a-Half, having the same meaning but governed by different rules are also used. Of the additional one hundred and forty-one contractions only seven do not contain a guiding letter to assist in the memory work. The guiding letter gives the reader a definite clue to the meaning of the contraction. Grade Two reduces symbols and thus increases reading speed. Grade Three, very highly contracted and used only by expert readers, contains five hundred and fifty contractions. Word sequence (joining words without a space) and outlining (omitting vowels) increase the speed of readers using Grade Three. Grade Two is literary braille and the system most commonly used by blind persons.

The process of learning to read Grade Two braille is far more mental than is generally believed. The memory work is not a heavy burden and can be simplified by skillful teaching. The simplicity of any contracted system should not be gauged by the number of contractions it contains, but rather by the manner in which the contractions are arranged for mental absorption. A system of fifty badly arranged contractions would be far more difficult than one with a hundred or more contractions which are arranged so that they can be memorized through association. There are only sixty-three possible characters in any form of braille; therefore, it becomes quite obvious that a symbol must have multiple duties; the reader must know instantly which meaning a sign is assuming. It is for this reason that the teacher must be an expert and possess complete and accurate command of the rules governing all signs; without this knowledge he is incapable of training either the blind child or adult to interpret instantly the meaning of a given symbol. Rapid reading depends largely on the brain's ability to determine the meaning of a character without hesitation. Mental exercises can greatly increase the speed of braille reading. Touch is merely the means by which the brain is receiving information it must interpret. The most sensitive and developed touch will not produce rapid reading if the brain has not been trained to coordinate and taught to react quickly. Reading speed is further increased by having a single character represent as many letters as possible. In Grade Two, twenty-three letters of the alphabet are used as complete words; but they must be treated and spaced as a word in order to avoid misinterpretation. The words so expressed, with two exceptions, (*x* and *z*, representing *it* and *as* respectively) begin with the letters which represent them.

In Grade Two braille, a dropped *b, c,* and *d,* when placed at the beginning of a word or line represent the syllables *be, con,* and *dis,* respectively. The braille character is written in the lower part of the cell, but its formation will feel the same. The distinction is the reading level. If the reader can recognize the period in Grade One, he can also recognize *dis* in Grade Two. In reading inkprint if the eye can see and recognize the symbol used to express the period it can also recognize it as the decimal point. This policy of using the same symbol to represent diverse things appears in print as well as braille. The brain, not the eye, is making the distinction. In the writing of *9778-9790* and *merry-go-round* the hyphen has different meanings. The former is read as 9778 to 9790, and the latter as one word. The brain makes the distinction with such facility that the reader is unaware of his act. The braille reader makes the distinction as easily as does the reader of inkprint.

Seventy-three of the one hundred and eighty-five contractions of Grade Two are abbreviated words. The following sentence is an example: "He said the unpaid bill would be paid tomorrow morning" becomes: *"He* *sd the unpd bill wd be pd to-m morning."*

In addition to the above-mentioned methods of contracting there are two-cell contractions in Grade Two. These word and part-word signs have caused much comment and their difficulties have been overstressed. The principle is as follows: The letter *r,* for example, is used to express the whole word *rather.* The letter could be used to represent other contractions provided there would be some way of notifying the reader that a different set of words is being used. In one group, a single right-hand dot is used before the letter in order to make the necessary distinction. This middle right-hand dot has no other function than that of indicating a certain type of contraction. The letter which follows the dot is always the first letter of the contraction. This type of contraction can also be used as part of a word, for the single dot which indicates a contraction, prevents the character immediately after it from being read as a letter, or in the case of a contraction, from being read as letters. Thus *r* when spaced as a word means *rather, r* with the middle right-hand dot before it is *right.* Sixteen letters of the alphabet are used to express words in this group. The reader who has memorized all of the above-mentioned contractions has mastered one hundred of the Grade Two contractions. At the same time, the finger has not been required to meet any new sensations, for, when the alphabet was mastered, the finger became familiar with every symbol used to express the contractions.

In Grade Two, there is a sign to express the whole word *to;* this contraction is never used for part of a word. The use of the contraction is an indication that the reader is dealing with a whole word. A space is not necessary when the reader has been informed that he is dealing with a whole word. The joining of the words *to* and *by* to the word following is valuable in increasing reading speed. The same symbol is used for *by* and *was. By* is always attached to the following word while *was* stands alone. The reader of Grade Two braille is never forced to rely on context for the meaning of a given symbol if he has been adequately informed as to the various methods employed for making the distinctions.

The remaining contractions and braille formations of Grade Two were omitted in the discussion of the symbols because they occur in Grade One-and-a-Half. This is unfortunate since we are endeavoring to evaluate Grade Two as the best form for reading. An analysis of the methods of contracting proves conclusively that Grade Two is not a form of braille which requires the reader to recognise additional symbols by touch. It is a form of braille which reduces the number of signs for the finger to read and achieves this by a little memory work. In the case of child or adult success and reading speed are largely contingent on the ability and knowledge of the teacher and upon the arrangement of the reading material. Those who believe that contractions distort the English language and are not models of good usuage, should not overlook the fact that through them tactual reading can more nearly resemble the reading of inkprint. The contractions of Grade Two braille enable the reader to grasp many words in common usage as a whole and thereby permit him to carry the continuity of thought. Reading is the process of conveying thoughts or information to the brain, and if the process is tactual, everything should be done to offset the fact that it is a slower process than visual reading. The brain cannot record the thought easily when continuity is lost in the effort to distinguish many unnecessary signs.

In learning braille the mind is storing up a multitude of precise impressions which are registered, labeled and classified. They are there in orderly sequence, ready to emerge into the focus of consciousness as soon as the right stimulus is applied. The man who is learning to read inkprint is not improving his vision, he is educating it. The process of learning braille is educating touch. Develop touch through increased attention. In teaching braille visual impressions should never be confused with touch concepts. A symbol *feels* like something; it does not *look* like something. Grade Two places the weight of the task upon the blind person's asset, memory. The more the reader remembers, the less he has to feel.

The author believes that adults at any age, with a desire to learn, average intelligence and no physical impairment affecting the use of the hands, can learn to read braille if properly instructed and given Grade Two at the beginning.

The chapter, "Present Methods of Teaching Braille to Children", has a special value for elementary grade teachers who are experimenting with Grade Two. An excellent analysis in tabulated form of the Gates Word List is presented. The figures show that if a child is first taught Grade One, 717 words out of 1811 simple words will be changed in form. If the child is first taught Grade One-and-a-Half, 464 of these most commonly used words will be altered. The child cannot benefit by the quick recognition which comes from constant repetition and practice, because words are not given in their final form. For the purpose of analysis, the Gates list is divided into four parts, each part containing five hundred words. In the first 500 words introduced to the child, 70 remain uncontracted until the child learns Grade Two. These 70 words require the child to read 324 characters; when Grade Two is mastered the number is reduced to 220. An increased number of characters to be felt decreases the child's speed.

The policy of introducing Grade Two in the upper grades is a basis for retardation. Changing the form of a word slows the reading process and destroys continuity of thought at a time when the child should be acquiring information, not concentrating on reading skill. Much of the blind child's retardation is due to the fact that he must read several forms of braille in the process of his education. That fact can be remedied by teaching Grade Two braille to beginners. The child who must think through two or three word forms cannot be expected to read rapidly. A knowledge of character is indispensable, requires 37 characters in Grade One, 24 in Grade One-and-a-Half, and 17 in Grade Two. One hundred words per minute in Grade Two is much slower reading than the same number in Grade One. The author rightly concludes that it is unfair to compare blind and seeing readers until we have subjected the blind child to similar methods of teaching. This means the word method and Grade Two.

In the chapter, "Should Grade Two be Taught to Beginners", the author refutes five objections to the procedure:

No child can learn 185 contractions. Contractions are learned gradually and as they occur in the child's vocabulary. Many contractions are infrequent in fourth grade reading material. To avoid introducing contractions too rapidly, books must be carefully selected and sometimes edited. An evaluation of children's books from a braille standpoint is a most helpful part of the book. In the chapter, "Preferences in Reading Material for Children", Marjorie E. Garnett, instructor of a braille class in the public schools of Washington, D. C., has classified books for children according to their desirability from a braille point of view. The basis for comparison is their use in the instruction of beginners in Grade Two. Books are classified as follows: (1) very good and good, (2) fair, (3) poor. The vocabulary of each book is carefully analyzed. Changes in word form for each grade of braille are shown. The evidence proves conclusively that contractions can be taught gradually if books are carefully selected. The selection and editing of books will of course require the cooperation of the printers. Many teachers who know that Grade Two should be taught to beginners are handicapped because most books for the elementary grades are printed in Grades One and One-and-a-Half. The analysis of the Gates list at the end of the volume is another aid for teachers who feel that contractions cannot be mastered by children. Approximately 800 words of the first 1811 words taught to children will remain uncontracted in any form of braille. The teacher who is doubtful about children comprehending contractions can delay introducing them by building reading material around these words. The 185 contractions present no problem to beginners because they are learned gradually.

Syllable division is of educational value. This has already been partially refuted. Lexicographers do not agree concerning the subject. The chief objection is that in reading the reader is not conscious of syllables. Children taught by the word method recognize words by shape and their reading speed should not be reduced by making them conscious of syllable division. Many Grade Two signs prevent serious overlapping. In Grade One-and-a-Half *business* must be written without the *in* contraction because of syllable division; in Grade Two the symbol for *ness* shortens the word and does not present a problem. Syllable division is of doubtful educational value and it should not stand in the way of better tactual reading.

Contractions interfere with spelling. Spelling like every other subject must be taught. It is one of the language arts which can be developed through written expression. The child who knows the meaning of braille symbols is easily able to relate them to spelling.

Writing words without a space is objectionable. This has been previously discussed. The child readily masters words in a sequence and enjoys the resulting speed. There are only two types of word sequence; symbols for *to* and *by* must be attached to the following word; *and, for, with, the,* and *a* are written without a space when they succeed each other.

Schools wish method tried. The method has been and is being tried in various parts of the country. Included in the book is a chapter written by Marjorie Garnett, relating her experiment in the public schools of Washington, D. C. The experiment was made at the Douglas-Simmons School, during the school year of 1945-46. Seven children ranging in age from 6 to 15 years were given instruction. Their visual acuity ranged from 20/200 in both eyes to 20/200 in one eye and perception of hand movements at one foot in the other. None of the children were totally blind. The study proved: 1. Grade Two braille has been taught successfully to beginners in grades one through six; 2. Braille was taught to children with partial vision and proved an asset educationally, psychologically, socially and physically. The teacher reports that "with one exception who appears subnormal, Grade Two was effectively taught and learned by beginners. The children not only learned a vocabulary comparable to that of their sighted classmates but they will never face the tragedy of relearning any word that has become a part of their initial vocabulary. All who have some sight have and will continue to have their entire lives a means of reading and writing, using braille to supplement or to substitute for the sense of sight."

"Which Grade of Braille Should Be Taught First?" is well written and carefully annotated. It is a help and a challenge to all teachers of the blind.

—Jennette Maris

Social Work Year Book, 1949. Margaret B. Hodges, Ed. 714 pp. New York, N. Y.: Russell Sage Foundation. $4.50.

The Russell Sage Foundation has just published the tenth edition of the Social Work Year Book. This is issued biennially as a concise encyclopedia, descriptive of organized activities in social work and related fields. The book is divided into two parts, the first being a series of seventy-nine topical articles, and the second consisting of four directories of social agencies. The topical articles in Part I give objective descriptions of organized activities of programs rather than descriptions of various agencies. Each article is written by an authority in a specific field. The topic is followed by a comprehensive bibliography for those who wish to pursue the subject further.

Part II of the book presents four directories of social agencies of international or national scope. The first directory lists those agencies which are international. Several United Nations agencies concerned with economic, health, cultural or humanitarian problems are described. In the directory of national governmental agencies, those Federal bureaus, divisions or other agencies are listed, the activities of which seem to be within or most significantly related to social work. The third listing includes national voluntary agencies, and the fourth a short list of Canadian governmental and private agencies to relate to the article on Canadian Social Work. Under each agency heading there is listed the date of its founding, address, membership, purposes and activities, as well as information about periodicals published.

Workers for the blind will find several articles of particular interest to them, such as: The Blind, Guidance and Counseling, Public Assistance, Public Welfare, Social Case Work and Vocational Rehabilitation.

—Clara Langerhans

DIRECTORY CHANGES

Page 21—Arkansas State School for the Colored Blind. The new address is 4700 West 20th Street, Little Rock.

Page 23—California School for the Blind. Dr. R. S. French has retired. Dr. Berthold Lowenfeld is the new superintendent.

Page 25—United Workers for the Blind of Colorado. Henry Taylor is now president.

Page 35—Illinois Industrial Home for the Blind. Joseph R. Herman has been named superintendent instead of Jerry Dolezal.

Page 41—Kansas Foundation for the Blind. Charles W. Foote is executive secretary in place of Dr. Forrest Kuhns.

Page 44—Shreveport Association for the Blind. The address is now 1750 Claiborne Avenue, Shreveport.

Page 54—Detroit League for the Handicapped. The address is 535 West Jefferson Avenue, Detroit, Michigan.

Page 57—Services for the Blind, State Department of Social Security. C. Stanley Potter is now supervisor in place of Norman L. Anderson.

Page 75—Guilford Industries for the Blind. The address is now 920 West Lee Street.

Page 78—Center for the Sightless. Miss Mildred Baugh is executive secretary in place of Mrs. Georgia Patterson Rogers.

Page 79—Columbus Association for the Blind. Miss Mary O'Brien is the new executive director, succeeding A. R. Schwartz.

Page 85—Delaware County Branch, Pennsylvania Association for the Blind. Michael Cariola is the new executive director, succeeding Arthur E. Copeland.

Page 86—Upper Susquehanna Branch, Pennsylvania Association for the Blind. Michael Cariola's successor has not yet been appointed.

Page 86—Philadelphia Branch, Pennsylvania Association for the Blind. The new address is 1221 Race Street, Philadelphia 7.

Page 94—Division of Services to the Blind, State Department of Public Welfare. C. E. Morgan is the new director.

Page 94—Nashville Workshop for the Blind. Ray Swann is now superintendent.

WANTED

Elementary grade teacher in a midwestern residential school for the blind. Salary $250 to $450 per month, depending upon education and experience. Apply to the Foundation.

THE DICKINSON-BELSKIE BIRTH SERIES MODELS

MARION H. GREW

As IN ALL SCHOOLS, we had become increasingly aware that our students were in need of much information about human physiology and growth that they were not likely to get unless we actively set about providing it for them. For many years we have incorporated the study of human reproduction in our biology classes along with other animal reproduction, and we have talked a good deal about menstruation, the birth process, and family relationships in our physiology classes. We have incorporated a good deal of the same material in our classes in orientation when topics of marriage, dating, "petting", child care, and so on, came up.

There is much good material on this subject in print, a little in braille. There are many rather wonderful pictures and charts and lately this very fine motion picture, *Human Growth,* which has been pioneered by the public schools of Oregon. But, talk and explain as one will, be as frank and free from artificial restraints as one wishes, there still has always remained great gaps in the actual understanding we were able to give the totally blind, or the child who could see so little that pictures meant very little to him. The article in *Hygeia* about the Cleveland Health Museum models was just what we had been looking for for a long time.

There was a long period of consultation with those in our supervisory departments, of sounding out parents of children actually in the school at present, of determining how the budget could be made to bear such a large expenditure all at once, of deciding just which models would be indispensable since we could not afford them all. So the actual arrival of thirteen Dickinson-Belskie models, including most of the "Birth Series" and several of the related models, was an exciting event, eagerly anticipated by the teaching and counseling staff. We all crowded around to help unpack and to exclaim over the detailed perfection of each model. They were arranged in order on tables in the big living room for all the "grown-ups" to examine first, although no attempt was made to exclude interested older students who happened to drop in. For the first few days the living room had a constant stream of visitors—principals and teachers from our local public schools, health department people, junior college staff members, P.T.A.-ers, and so on, envying us while we glowed with satisfaction.

We found, as we had expected, that adult education within our own group was our first task, so we gathered together books and pamphlets from the health department, the library, the schools' libraries and various publishers. The material provided for use with the film, *Human Growth,* which the public schools in this community are using in their health education and family life classes proved useful, as did many more technical works. After a few days we moved our models into the student library where everyone could see and handle them. All the older students read and study here at odd hours as well as in assigned ones, and there is much casual traffic in and out, so no one was likely to miss them or to lack an opportunity to examine them

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Mrs. Marion H. Grew is superintendent of the Washington State School for the Blind.

by himself or in a group. Much informal discussion went on, of course, and staff members were careful to "just happen by" very frequently to join in the conversations.

No particular schedule has been set up and we have been careful not to make the study of the models a separate unit or to emphasize them. As the various classes, from primary through high school, in health education, social studies, orientation, or various high school subjects arrive at topics concerning reproduction, family living, heredity, home nursing, personal health, and so on, the models are made use of as they are related to the particular discussion, just as our other physiology and biology models, our maps and charts, our books and typewriters are used.

One pleasant result of our possession of these models is that we at last have something to lend the public schools in our area who have so long shared their equipment with us. Groups of public school students who have used the film, *Human Growth,* have come with their teachers to see our models; student friends of our children have been brought here to "see what we have," so that a sharing of knowledge is taking place which we find very stimulating. Even our janitor is proud of "them dollies."

Everyone is of course fascinated by the twins and many heated arguments about identicals and fraternals have at last been settled. We have been interested in two comments about the last model in the birth series which shows the doctor's hands receiving the baby's head. One, from a recently blinded high school boy, was a satisfied ejaculation when he was able to determine for himself that the doctor did have on rubber gloves; the other was from a sighted two-year-old, who exclaimed joyfully, "Daddy," when he had finished his long serious survey of the series and arrived at the welcoming hands. That spontaneous comment seemed to us a fine tribute to the artistry with which those gentle hands were modeled.

APPOINTMENT

After ten years with the American Foundation for the Blind in the capacity of Director of Educational Research, Dr. Berthold Lowenfeld last month relinquished that post to take up his new duties as superintendent of the California School for the Blind. He succeeds Dr. Richard S. French, who retired January 1st.

Born in Linz, Austria, on November 2, 1901, Dr. Lowenfeld received his early education at the Real Gymnasium there, later enrolling at the Teachers Academy in Vienna. In 1924 and 1925, he received his State Teaching License for Public Schools and his State Teaching License for the Instruction of Blind Children. From 1920 to 1927 he attended the University of Vienna, receiving his Ph.D. in the latter year. He majored in child psychology, his thesis being "Systematic Study of the Effects of Sounds and Noises on Infants."

Before coming to America permanently in 1938, Dr. Lowenfeld held the posts of teacher and head teacher in the Institute for the Blind, Vienna, and Director of the Children's Institute, Vienna. As early as 1930 he had visited this country as a Rockefeller Research Fellow for a year's study of child psychology and education of the blind in the United States.

In addition to his work at the Foundation, Dr. Lowenfeld has in recent years been an instructor in summer courses for workers with the adult blind at Western Reserve University; a member of the graduate faculty in summer courses at the Institute of Social Work of the University of Michigan, visiting professor at the University of Washington, Seattle (summer sessions), and lecturer in special education at Teachers College, Columbia University.

Dr. Lowenfeld is a member of numerous professional organizations, such as the International Council for Exceptional Children, of which he is chairman of the committee on international relations; the Greater New York

Council of Agencies for the Blind, of which he was president from 1946 to 1948; the American Psychological Association, the National Education Association, and the American Association of Workers for the Blind, of which he was a member of the board of directors from 1941-1947, a member of the joint advisory committee on research from 1943 to 1947, and secretary of the board of certification for home teachers since 1945. In 1947 he organized the first National Conference on the Blind Preschool Child.

He is the author of numerous articles in professional journals and encyclopedias and of several pamphlets published by the Foundation. Also, he has been popular as a speaker at conferences on work with the blind and some of his papers have been published.

The California State Department of Education is to be congratulated upon its selection of Dr. Lowenfeld to be superintendent of its school for the blind. With the benefit of his ability and progressive thinking, the California School is sure to continue in the forefront in rendering services to blind children.

RETIREMENT OF RICHARD STEIMMIG

The retirement of Richard Steimmig as business manager of The New York Association for the Blind on May 1, 1949, terminates thirty-five years of earnest and constant endeavor in a career marked not only by great internal changes in his particular field, but by two disastrous world upheavals. That he was right in his judgment and determination to instill sound business principles in his methods and organization is proved by his record of achievement and the growth of the departments under his supervision.

To understand the character and individuality of Richard Steimmig, one should be acquainted with his early life and struggles. Leaving the land of his birth, Germany, in his youth, he came to the United States, alone and friendless, depending solely on his own resources. With only an ordinary education and little knowledge of the language or customs of a strange country, he at first labored in the coal mines and at other work requiring long and arduous hours. His many and diversified experiences, however, seemed to provide him with a vista of knowledge and practicality which later stood him in good stead in his chosen vocation. Because in the ranks of those engaged in humanitarian efforts we are more likely to encounter men with professional and specialized backgrounds and training, Richard Steimmig was sometimes apart in his viewpoint, methods and approach. He intensely disliked personal exhibition and was quiet, unassuming and conservative in manner, but firm and steadfast when making decisions. He worked hard and expected the same of his staff. With the passing years, Mr. Steimmig revealed a warm and sympathetic personality.

As business manager since 1914, one of Mr. Steimmig's important duties has been the administration and supervision of the Bourne Workshop. Sound and judicious methods have resulted in the growth of the shop and brought to the blind workers a greater measure of security, better opportunities and more lucrative jobs. Through Mr. Steimmig's foresight, advantage has been taken of new methods in the production, sale and distribution of blind-made products. He was one of the strong proponents of government buying and National Industries for the Blind, and has been active on the General Workshop Committee since its formation. Through his planning, the Bourne Workshop took an active part in war-time production, with such excellent results that the shop was awarded the Army "E". Mr. Steimmig initiated our retail sales organization which has proved to be a most satisfactory outlet for not only Lighthouse products but also those made by other organizations for the blind.

Richard Steimmig's interests and responsibilities brought him in close contact with every part of a large and expanding Lighthouse, whose facilities have multiplied many fold. Thus, during the three and a half decades of his service, he has indelibly impressed himself on our work in countless ways. We find it difficult to visualize a Lighthouse without Dick Steimmig, but feel he has well earned this period of leisure when he may quietly enjoy the fruits of his labor and devote himself to those pursuits which will give him pleasure and contentment.

MARIAN HELD

A FLORIDA RESORT FOR BLIND PEOPLE

For some time there has been talk of the desirability of a resort hotel for financially able blind persons. To meet this need, Dr. Louis J. Colman, formerly director of the prevention of blindness division of the Florida Council for the Blind has opened the Chasco Inn Resort-Club for the Blind. This two-story hotel is located in the heart of New Port Richey on the west coast of Florida, nine miles from Tarpon Springs and thirty-nine miles from Tampa or St. Petersburg.

This town has shops of every variety, paved sidewalks, broad streets and little traffic. Churches of the various denominations are within pleasant walking distance and the post office is very near. The town also has its own beach on the Gulf and, besides bathing, other attractions offered by the hotel are boating, fishing, a refreshment bar, and various types of outdoor and indoor games. A braille library is to be at the disposal of guests, as well as a "hobby shop" for woodworking, rug-making, pottery and leather work, and a music room. Mrs. Colman is operating a kennel for Seeing Eye dogs in combination with her Lady Lou Doberman pinscher kennels.

Those persons connected with the management have had experience in work with blind people. The guest is free to plan his day and evening according to his own wishes whether he choose working in the shop, gardening, reading braille, listening to Talking Books or the radio, fishing, bathing, walking, dancing or sun bathing. Rates include three full meals and either afternoon tea or late party supper, complete laundry service, a radio in each room, use of the library and hobby shop, music facilities and many forms of recreation. For full information write to Dr. Louis J. Colman, Director, Chasco Inn Resort, P. O. Box 727, New Port Richey, Florida.

WESTERN CONFERENCE

The Western Conference of Home Teachers of the Adult Blind will be held June 15-18 at the Cosmopolitan Hotel in Denver. During the first two days, home teachers will meet jointly with rehabilitation workers for the blind from Regions VIII, IX, and X; and on the last day and a half there will be sectional meetings for home teachers and for rehabilitation workers. Preceding the conference there will be a four-day institute for professional workers, commencing on June 10. Sunday is assigned for recreation. All are cordially invited to attend these June meetings in scence Colorado. For further information write to Miss Elizabeth Foley, 3536 N. E. 18th Avenue, Portland 12, Oregon.

OUTLOOK
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and
THE TEACHERS FORUM
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Editor

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THE SUGGESTION BOX

By the Technical Research Department

Safety Conference. At the annual meeting of Safety Engineers this year, considerable emphasis was put on the fact that most accidents nowadays occur in homes.

For any blind person who has given any attention to the matter, most of what was said is old stuff. The slogan which most nearly covered it was "Safety is Good Housekeeping." The same factors which keep accidents down among blind people in industry operate in the home.

The most interesting section was concerned with safety for infants. One of the most common sources of poisoning in young children, it was pointed out, is aspirin. Six to eight tablets can be fatal to small youngsters. Parents were urged to put aspirin bottles among the danger-drugs along with cathartics or tonics containing strychnine. It was pointed out that architects should begin realizing that growing children can climb and should stop putting medicine cabinets over sinks next to toilets so that small fellows can reach even the top shelves. Separate, inaccessible cabinets should be provided for dangerous medicines and poisons.

An extensive exhibit was on view, and the most interesting products on display were non-slip floor waxes which had high gloss and yet were not at all slippery, non-slip cements for patching worn steps, no matter what they were made of, and a non-tip kitchen ladder with wide steps and a patented new feature which brings the top step close to the area to be reached. Further details can be supplied about any of these products.

Cosmetic Contact Lenses. Inquiries have been received from time to time about means of covering eyeballs which are discolored. Dark or frosted glasses, of course, have long been used, but some people whose duties keep them in the public eye a great deal have wished for a less noticeable method.

Where contact or "invisible" glasses could be worn, it is possible to have these pigmented by the same methods as are used in plastic eyes, so that the disfigured eyeball is completely hidden by the lens. Such "cosmetic lenses" can be made by any optician equipped to supply both contact lenses and plastic eyes. Almost any sizeable city will have such opticians. These lenses require individual fittings, and where one eye looks normal the lens for the other will be colored to match. In New York they cost about $100.00 each. They cannot be worn indefinitely without discomfort.

Can Opener. While numerous wall-type models of can openers are widely available, there has been a small demand for a suitable portable model, and several people have suggested the Edlund Junior, No. 5, as the ideal solution. The functioning parts are mounted on a metal assembly measuring about 1½ by 2 by ½ inch thick. The toothed wheel is operated by a 3 inch handle on a shaft extending from the top. A 4¼ inch handle extends from the back.

In operating, the blade is placed over the flange of the can and the housing is pressed down so that the blade pierces the can. The top handle is then turned until the can is completely opened. It opens round, oval or square cans, and stays sharp indefinitely.

Postpaid—70¢

BULLETIN BOARD

The Industrial Home for the Blind—Representatives of the Israeli blind recently visited the Industrial Home for the Blind to inspect training and shop techniques there, with the purpose of adapting them to the work of the Jewish Institute for the Blind of Jerusalem. Mr. Feivel Meltzer, chairman and Mr. Schlomah Dov London, secretary of the Jewish Institute made an inspection tour of the Home's facilities under the guidance of Mr. Philip Trupin, a blind instructor trainee.

Hundreds of Jewish blind are now stranded in Europe and the Jewish Institute for the Blind of Jerusalem is working toward expanding and improving its present facilities so that these blind may find a haven in Palestine.

New York State Commission for the Blind—In cooperation with the newly developed department of special education under the directorship of Dr. Maurice Fouracre at the State College for Teachers in Buffalo, the Prevention of Blindness Service arranged and coordinated a two-semester extension course, called "A Survey of Eye Conditions", during the school year 1947-1948. The purpose of the course was to acquaint teachers, nurses and school nurse teachers with the development and preservation of vision as well as with care of the eye in disease.

Twenty-six students registered for the course. Lectures given by ophthalmologists and other specialists covered various eye conditions as well as sight conservation and adjustment of the visually handicapped. The course was further supplemented by slides, motion pictures and field trips arranged by a prevention of blindness worker who acted as coordinator.

During the first semester, ophthalmologists presented material on the structure and function of the eye, the errors of refraction and motor anomalies. Field trips included a visit to an optical office to observe the grinding of lenses and fitting of spectacles. The students also observed children being treated at the Buffalo Orthoptic Clinic. The first part of the second semester was devoted to a discussion of diseases of the eye. The ophthalmologists pointed out preventive measures as well as treatment of the conditions. The course was rounded out by a discussion of the vocational and educational adjustment of the visually handicapped. Evaluations by the students indicate that the material presented has proved to be of interest and value, particularly to nurses and teachers who are concerned with the eyes of children.

Vacation Camp and Dormitory for the Blind—The camp at Rye, N. Y. is to be open from June 22 until after Labor Day, and blind men and women over eighteen years of age will be accommodated for two-week periods free of charge. An active recreational program is carried on. The dormitory for blind working men at 32 West 74th Street has accommodations for a few more persons, at least for the summer. The rates for room and board are very reasonable.

Iowa School for the Blind—For ten years the school has been holding annual vocational conferences in connection with its counseling program. During the current conference, representatives of the Iowa Commission for the Blind interviewed each senior and some of the juniors. Among the speakers were D. W. Overbeay of the Kansas School for the Blind, Mrs. Ethel T. Holmes and Bob Moore of the Iowa Commission, Dr. and Mrs. Henry Schluntz (who discussed chiropractic and housekeeping), Keith Mossman and Ed O'Connor (who presented the subject of law), Supt. Harry J. Eastman, of the Vinton schools, and Ross Cramlet, principal, and Harry Gibson, instructor, at Des Moines Technical High School. Extensive training facilities in machine operation have been outlined by the Commission and set up at the high school.

Montana Association for the Blind—The fifth annual Montana Summer School for the Adult Blind will be held from June 26 through July 30 at Bozeman. By arrangement with Montana State College the entire facilities of Hamilton Hall have been made available for the exclusive use of the summer school. Board, room, recreation and classroom accommodations will be located in this one building. All expenses, including transportation, will be provided without charge to those who are selected as students.

Butler County Branch, Pennsylvania Association for the Blind—A sales program, a recreational program, and a radio series have been inaugurated by the Butler Association, and a monthly bulletin is now issued by this agency.

Michigan School for the Blind—During the past year the school has inaugurated an exploratory vocational course. Students in the eighth grade spend a period of six or eight weeks in various shop courses. By the end of the year they are better prepared to choose the shop course in which they wish to specialize during their high school years.

The New York Association for the Blind—The spring performance of The Lighthouse Players was "Post Road". It was directed by Ramsey Burch and presented on April 27, 28 and 29 to appreciative audiences. Among the first-nighters was Lucille Watson who created the leading role of "Emily" in this show. The proceeds from the play, over and above production expenses, is turned over to the blind actresses.

The Lighthouse Women's Choral Ensĕmble, composed of eighteen members, appeared in a recital on May 18. Guest artist on the program was Lucile Collette, a blind violinist. Miss Collette has made her debut in Town Hall and has played in concerts in New York and Washington. This ensemble is only one of the four choruses of the Music School. Altogether 191 students registered here study twelve various types of musical education.

The Industrial Home for the Blind—Governor Herman Talmadge of Georgia has sent Vaughn E. Terrell, blind lawyer, author, former district attorney and member of the legislature to work in the Industrial Home's shops to learn how the industrial set-up for the blind of Brooklyn is operated. Upon completion of this stint, Mr. Terrell will return to Bainbridge to assume the position of superintendent of the Georgia Factory for the Blind.

Mr. Terrell is 32 and a native of Rome, Georgia. He has practiced law for the past ten years and received his M.A. and LL.B. from the Atlanta Law School. In addition to his legal practice, he has had fiction stories published in various magazines, including the Saturday Evening Post. From 1945 to 1948 he was solicitor for Rome, a position similar to that of district attorney. In September of 1948 he was elected to the state legislature, but resigned upon receiving his appointment as superintendent this March.

The blind of Brooklyn donated $2100 to the blind of Berlin when a check for that amount was handed by H. Walter Gilbert, vice-president of the Home to Dr. Robert B. Irwin, executive director of the American Foundation for Overseas Blind at a luncheon at the Aldine Club on May 24. Mr. Gilbert who is also president of the Cutting Room Appliances Corporation of New York was host at the luncheon. The check was the Home's contribution to a fund that the American Foundation for Overseas Blind is building to supply the blind of Europe with educational and rehabilitation facilities so long denied them because of the war.

Kanpur Blind Institute—On January 2 a meeting was held in the Methodist Church compound, Kanpur, India, to celebrate the first anniversary of the founding of the Kanpur Blind Institute for the care of destitute blind children.

Messages of good will were received from the Governor of West Bengal and other prominent government officials. The president of the Institute praised the founder, Shri Madan Lal Khandelwal (a blind man), for his unceasing efforts in a noble cause, and appealed to the public of Kanpur for help. In an eloquent speech, Shri Virendra Ji cited the example of the National Institute for the Blind in Paris, which was started in 1784 with only one pupil, the enrollment increasing steadily to hundreds within a short time. He said that in the past, the blind in India had been a burden, but now in Free India, by means of proper education and training, they could become self-respecting, useful citizens.

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and THE TEACHERS FORUM

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FORTY YEARS OF LEADERSHIP

GEORGE F. MEYER

After more than twenty-six years of service with the American Foundation for the Blind, Dr. Irwin is retiring as its executive director. Dr. Irwin is not a man whose retirement from this position will write "finis" to an outstanding career. However, it seems appropriate at this point that we should measure the contribution which forty years of leadership have made to the enrichment of the lives of blind people.

Dr. Irwin's preparation for his life's work was most unusual. Born of sturdy middle-class parents—pioneers in a new land—nature equipped him with a keen and resourceful mind, a refined and congenial temperament and a fertile imagination.

As a child—the eldest of twelve—he had the benefit of a wholesome family life which bred independence. In his youth, as a pupil at the Washington State School which he delights in referring to by its then official title, the "Washington State School for Defective Youth", he learned the meaning not only of institutional life but of intimate contact with others handicapped by blindness, deafness and even mental deficiency.

As a student at the University of Washington he tasted of the sacrifices involved in working one's way through school. As a graduate at Harvard he grasped the significance and need for a national point of view in work for the blind based upon personal contact with and intimate knowledge of local agencies working with blind people. It was on two of these nationwide tours of work for the blind that it was my privilege to first make the acquaintance of Dr. Irwin and it is significant that he stands out among the few that have developed a national point of view through such intimate and nationwide contacts. As the organizer and supervisor of day school classes for the blind in Cleveland in 1909, with later contacts throughout Ohio, he did much to set the pattern for day school class techniques, procedures and standards, throughout the country, acting as consultant and correspondent to pioneers in other communities.

George Meyer is executive director of the New Jersey State Commission for the Blind.

It was his fertile and resourceful mind that made him one of the first to see the advantage of serving the partially sighted child through the sight-saving class.

As sponsor of the Howe Publishing Society of Cleveland, organized as a means of utilizing private philanthropy to expand literature for the adult blind, he helped to lay the foundation for the more extensive federally financed library service for which the Foundation later sponsored Federal legislation.

His interest in the more general welfare of blind people stems from the nationwide survey of Blind Assistance which he conducted for the Red Cross in 1919 and revised in 1929, and which was to justify the Foundation's sponsorship of present public assistance legislation.

Indeed Dr. Irwin's interest in legislation and his competence in this field has enabled him as executive director of the Foundation to assume leadership in the enactment of most of the Federal legislation which has proven so helpful in meeting the needs of blind people.

Congressional action enabling interstate carriers to transport a blind person and guide for a single fare has meant untold comfort, convenience, and financial saving to thousands of traveling blind people for the past twenty years or more.

Passage of the Social Security Act providing financial assistance for the needy blind, the Randolph-Sheppard Act providing for the operation of vending stands in public buildings by blind people, legislation establishing and expanding the library service for the adult blind, the Wagner-O'Day Act providing for Federal purchase of articles made by the blind in workshops, the Barden-La Follette Act expanding opportunities for the rehabilitation of blind people—all of these became both the personal concern and the official responsibility of Dr. Irwin as director of the Foundation.

From the outset Dr. Irwin was in the midst of the movement to unite on a single system of braille for the English speaking world which was brought to fruition by an international committee on uniform type under his chairmanship. At the same time he interested himself in improving the facilities for braille printing, culminating in the almost universal adoption of two-side printing with its attendant economies.

The long period of research in the possibilities of the long-playing phonograph record as a medium for the transcription of books for the blind—Talking Books—which he sponsored as head of the Foundation is well-known. His personal efforts in laboring through private philanthropy, through Federal legislation, and finally, through the Works Progress Administration to bring about the production of a reasonably adequate supply of Talking Book machines to stimulate and keep pace with the growing production of Talking Books is, perhaps, not so well-known.

Such herculean tasks as are involved in these contributions must obviously be the work of many hands and minds but without his inspiration and leadership they must have been more haltingly accomplished and much longer delayed.

Nor could such interest and activity go without recognition—recognition which brought with it other responsibilities and more opportunities for greater service.

As president of the American Association of Workers for the Blind, as sponsor and organizer of the World Conference on Work for the Blind in 1931, as organizer and director of National Industries for the Blind to facilitate the purchase of blind-made articles by the Government, as chairman of the advisory committee on the war blind and ever willing consultant for that service, and as organizer and director of the American Foundation for Overseas Blind Dr. Irwin was afforded ever widening opportunities for service to the blind.

The honorary degree of doctor of laws bestowed by Western Reserve University, Cleveland, in 1943, the Alumnus Summa Laude Dignatus conferred by the University of Washington in 1945 and the cross of the Legion of Honor bestowed by the government of France in 1947 are evidences of the recognition which his work has elicited from the public at large.

It must be a source of great satisfaction to Dr. Irwin that in addition to the building of such an organization as the American Foundation for the Blind with all the services it renders he can look back on such a broad and varied roster of contributions to the welfare of blind people. It must be equally satisfying that in giving up the larger aspects of this national endeavor he is thereby enabled to concentrate his efforts upon even wider fields of helpfulness in world service for the blind embodied in the program of the American Foundation for Overseas Blind in which he is continuing. Knowing Dr. Irwin as we do we are confident that his personal interest will inspire such participation in our national programs as may insure the hard-earned gains that he has brought to the work.

M. ROBERT BARNETT APPOINTED EXECUTIVE DIRECTOR OF THE AMERICAN FOUNDATION FOR THE BLIND

The Board of Trustees of the American Foundation for the Blind announces that Mr. M. Robert Barnett, former executive director of the Florida Council for the Blind will replace Dr. Robert B. Irwin as executive director of the Foundation, commencing his duties on or about September 15, 1949.

Mr. Barnett, who is 32, is a native of Jacksonville, Florida. He was blinded in an accident at the age of 15, at which time he was a senior at Robert E. Lee High School in Jacksonville. From January 1935 through March 1936 he attended the Florida School for the Blind at St. Augustine, to complete his high school training. He enrolled at Stetson University, Deland, Florida, in September 1936 and was graduated in June 1940, with a Bachelor of Arts degree. As an undergraduate he notably was vice-president of the student body, editor of the campus magazine and editor of the campus weekly newspaper. He graduated with "cum laude" rank for scholastic achievement.

From June 1940 to January 1943, Mr. Barnett was director of publicity and instructor in journalism at Stetson University. In January 1943, he became manager of the Deland Bureau for the *Daytona Beach News-Journal,* but continued to serve in a part-time capacity as a journalism instructor at Stetson. He also served as correspondent for the Associated Press, the *Orlando Sentinel,* and the *Florida Times-Union.*

Since the inception of the Florida Council for the Blind in 1941, Mr. Barnett had been in close association with the late executive director, Henry P. Johnson, and upon occasion served as publicity advisor for the Council. He was appointed placement officer with the Council in September 1944 and subsequently was promoted to the position of supervisor of the employment department. On October 1, 1945, after the death of Mr. Johnson, he was appointed executive director of the Florida Council for the Blind. In 1945 he was elected president of the National Council of Executives of State Agencies for the Blind. He is also a member of the Palma Ceia Lions Club and past vice-president of the Deland Lions Club.

Mr. Barnett is married and has two small children.

SIX YEARS OF EXPERIENCE AS A PUBLIC SERVANT

JEAN H. CAMERON

A FEW NIGHTS AGO I heard a very charming speaker who started out by saying that the chief cause of her hesitancy in accepting an invitation to speak before a group was that she never could think of a good opening sentence. This is only a part of my trouble this afternoon, however. I feel particularly unqualified to address a group such as yours; first, because I am not a teacher, and secondly, because I hardly know what to say that would be really helpful to you in your field of home teaching. I shall, therefore, confine myself to a description of my job as I see it, and perhaps you will be kind enough to ask me the things you would like to know in case I fail to touch upon them as I go along.

Although I had established Civil Service eligibility prior to the war, I had never tried to secure employment with the government until about 1942. At that time I became very anxious for a job and appealed to Mrs. Kathryn C. Barkhausen, supervisor of services for the blind, Colorado State Department of Public Welfare, to help me. She brought me to Denver and secured permission for me to do volunteer typing in the offices of the Colorado State Department of Public Welfare. After she felt that I had acquired sufficient training to do a creditable job in an office, we began looking around for a possible placement for me. We heard of an opening in the headquarters of the Army Air Forces Western Technical Training Command, so we requested an interview with their civilian personnel officer. He stated that they were using the Sound-scriber equipment for the recording and transcribing of long distance telephone calls. They had tried out about twenty-one girls, of whom three were fair, two good, and one excellent, but the latter wouldn't stay on the job. It seemed that the chief trouble lay in keeping straight the voices of those participating in the telephone conversations. These were conference calls, there being as many as five or six participants on each end of the line at times. In transcribing the conversations, naturally, it was necessary to ascribe the proper words to the person having spoken them, and therein lay the downfall of most of the girls they had tried. He agreed that I should be given a trial, being hired only if my work proved satisfactory. On this basis I entered the signal office the following morning. I found the work quite fascinating. Keeping the voices of the various participants straight presented no particular problem to me because I had always had to do that from babyhood. As you are all no doubt aware, the world of a blind person is largely peopled by the voices he hears about him. In the headquarters the conversations dealt chiefly with airplanes, their crack-ups, rebuilding and the construction of mobile training units for the instruction of the boys handling airplanes in the various theaters of battle. Since I have a brother who spent a number of years in the Air Corps and whose chief in-

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Editor's note:

The following paper, read at the Western Conference of Home Teachers of the Adult Blind, held at Denver, June 13-18, is rather personal but contains so many ideas which may prove helpful to other persons interested in stenographic work that it seems well worth publication in the *Outlook*.

Miss Jean H. Cameron, is a stenographer for the Bureau of Reclamation, United States Department of the Interior, Denver, Colorado.

terests are aeronautical and mechanical, the names of the various parts of an airplane held very little terror for me. Therefore, I was successful in the transcription of the telephone calls and was, accordingly, hired.

As soon as the officers in the headquarters realized that if they requested the transcription of a conversation they would get an accurate one and that right speedily, they decided to transcribe the telephone calls only upon request. Previously, they had found it necessary to transcribe everything so that if a request came in they would have the transcription available. This decision, while perfectly logical from their point of view, cut down the amount of my work to a considerable extent. While I am no more ambitious than the next fellow, if I must spend all day sitting in an office I would certainly prefer to be busy while I sit. Therefore, the sergeant in the office had the happy thought that I might as well learn to record the telephone calls as well as transcribe them. This I did and found it even more fascinating then the transcribing. It made the transcribing easier and quicker because it gave me a chance to hear the conversation while it was actually taking place, and I also discovered that the regulation of the volume had a very great effect on the resultant recording. When I came into the office there was another girl who worked on the telephone calls with me. However, her husband was sent by the Army to California and she soon followed him. This happened several times to various girls who were hired, and each time I had to break in and train the new girl. I finally decided that this was getting to be an old story and took more time than if I should do the work myself. I therefore asked the major in charge of the office if I might try to work out a system by which I could handle the work of recording, transcribing, filing, and logging the telephone calls. He was skeptical, but agreed that I might see what I could do toward that end. Once again I asked the help of Mrs. Barkhausen. She came down and helped me work out a system of putting brailled numbers on Scotch tape which would adhere quite readily to the plastic records used on the Sound-scriber machine. We found it more feasible to use two layers of Scotch tape for numbering the records because in this way the braille held up better on the tape. The records were filed ten to an envelope, and we found it quite possible to insert the envelope into a braille slate and write the first and last numbers of the ten numbered records to be filed in it—1 to 10, 11 to 20, etc. The log of daily calls presented another problem. When numbering the records, the numbers were cut with a knife for the use of the sighted workers; hence, the Scotch tape did not interfere with these numbers. In filing the envelopes, they were numbered in ink, so again the braille numerals did not interfere. But, when it came to maintaining a daily log, if I kept it in braille only, the sighted workers could not find a conversation if I were not there. If I maintained only a typewritten copy, I would always have to have the assistance of a sighted worker to find a requested conversation. The only solution appeared to be to make a braille copy for myself and to type a copy for the use of the rest of the force. This I did. The log sheet was a form sheet, of course, and I filled it in by the use of the tabulators. I did ask a sighted person to check once in awhile because I discovered that not all the forms were printed alike; that is, there might be more space in places on some than on others. I have since discovered that this is more often than not apt to be the case and that one cannot be too careful when filling in forms. My advice would be, don't do it if you can avoid it, but if it is absolutely necessary, then have a sighted person check your tabs before filling in the form. Thus, by the time I left the War Department in September, 1944, I was recording, transcribing, filing, and logging the daily incoming and outgoing long distance telephone calls and having a wonderful time doing it. It was really a very interesting and fascinating job.

However, as is usually the case, there was a fly in the ointment. I had no security. The agency was a temporary one, and no one could guarantee me a job after the headquarters was deactivated. By that time I had quite made up my mind that, if at all possible, I wanted to stay in government service and I wanted a permanent classified Civil Service appointment. I therefore asked Mrs. Barkhausen if she would help me to secure a transfer. This time we approached the Bureau of Reclamation which is a permanent agency under the Department of the Interior. After due deliberation and interviewing, they finally agreed to hire me, but only if I could take dictation in shorthand as well as operate a dictaphone or ediphone. I had studied braille shorthand at one time but had never really used it. However, I agreed that I would take whatever they had to offer at the bureau, so I was hired as a stenographer. This time I enlisted the help of Mr. as well as Mrs. Barkhausen. They both used to dictate to me at night until I had mastered the system of braille shorthand sufficiently well to be able to take dictation at 80 words a minute. I found that the stenographic section of the bureau did not have a great deal of dictation to offer, and at that time what they did have was very routine personnel and purchasing letters. These I took gratefully, however, for it gave me practice in taking dictation, but what was even more important, it gave me practice in transcribing my own notes. I think any stenographer will bear me out when I say that transcription of notes always presents an added difficulty to the initiate.

Now, let me tell you a bit about the set-up of the stenographic section of the Bureau of Reclamation. It is, as its name implies, a group of girls whose job it is to take work from all over the bureau and turn it out in the best stenographic manner and in accordance with the best stenographic procedures. Whereas a secretary must become familiar with the terminology and the wishes and desires of only one man concerning his work, a girl in the stenographic section must do her best to turn out the work according to the wishes and desires of some 1800 engineers, clerks, and personnel people. This, let me assure you, is no small order. They have finally developed a *Stenographic Manual* by which we are governed and by which the men must be governed too. This undoubtedly has its advantages in that it makes for standardized performance and service, but it also has some disadvantages. Some people just plain don't want their work done according to the dictates of the Manual, and it then becomes necessary to exercise one's tact and diplomacy to the utmost. The pool consists of some ninety girls who are divided into ten groups, each of which is assigned to a division, the work of which the girls turn out. There is also a central pool where the work is taken from several divisions which are not large enough to warrant the setting up of full-time units of stenography. Each stenographic unit consists of from five to nine girls with a supervisor and an assistant supervisor. The work is all proofread before it leaves the section.

As for me, I am assigned to the research and geology division, partly because they make more use of dictating machines than any other division and partly because I much prefer their type of work. This is the division performing tests necessary to find out whether a certain aggregate will react properly with cement in the construction of a dam. It is also the division where the geological formations are studied to find out the depth to bedrock, whether that bedrock is sufficiently strong to permit the construction of an earth-fill dam, or whether a concrete dam can be constructed. It is also the division which analyzes the composition of the rock to decide whether it contains plagioclase, orthoclase, hornblende, or what-have-you. You can see that it is necessary to become familiar with quite a large vocabulary of words not normally used in day-to-day living. When one realizes this and couples it with the fact that one must also do every letter and every report according to an almost minutely prescribed procedure, one has some conception of the idea that life can become very complicated and very much involved in a maze of small details.

However, I have done what I said I wanted to do. I have been hired by a permanent agency of the Federal Government, and I have secured a permanent, classified Civil Service appointment, my eligibility being obtained through competitive examinations. You might be interested in the test the Civil Service Commission worked out for blind applicants. It consists of a general aptitude test similar to that given to the sighted examinees. Of course, the examiner gives it orally and fills in the answers as dictated by the blind examinee. There is a typing test for accuracy and speed of typing, the copy for which is put on a dictaphone or ediphone record. If the applicant is asking for a stenographer's certification, she is given a test in dictation taken in shorthand. When I took this test it was being given at 96 words a minute, so, of course, I took it at that speed also. It is now given at 80 words a minute. I passed the test and, as I have said, was given a permanent Civil Service appointment.

This gives you some idea of the actual history of my employment as a stenographer by the Federal Government, but it doesn't give you the employment situation from a personal angle at all. I discussed with you before some of the little typing problems encountered and how I have attempted to solve them. I have since wondered whether I made my use of a guide sheet clear. The sheet used is about a half inch longer and a half inch wider than the paper actually being written on. The Scotch tape is placed about an inch from the bottom of the guide sheet and even with the right-hand edge of it. Since it is wider and longer than the paper being written on, one can readily see how the Scotch tape can be easily located with the finger of the right hand when one reaches the bottom of the page. Material is centered on the page by use of the tabulator which is set in the middle of the line, and then, of course, one back-spaces one space for each of two letters to be typed. When setting up tables from a record, I usually listen through it to discover the longest line of each column and then space it on the page accordingly. The typing of formulas presents no particular problem. One simply learns to free-roll a tiny bit in order to raise the letters above the line or to drop either letters or numbers, as the case may be, slightly below the line. As I stated before, I do not try to erase at all. There is too much variation in the quality of the paper and there are usually several copies which are all too easily smeared when erasing. The best solution I have found is to be as accurate as is humanly possible and when asking help of one's fellow workers, be as diplomatic as possible.

This brings me to what I consider a major point of this discussion. I do not think the need for diplomacy, understanding and tact when dealing with other employees can be over-emphasied. If we want people to accept us as normal human beings who are merely deprived of the use of our eyes, then we must make every effort to prove to them that we are just that. We must try to get away from feeling sorry for ourselves in any degree. We must take ourselves as for granted as may be if we want other people to take us for granted. If they want to go out for coffee with us, well and good; we would love to have their company. If not, that is all right too; we don't mind going alone, or perhaps not going at all.

In my case, I use a Seeing Eye dog as

a guide. It has worked out very well for me. I am able to go about the building and the area easily with the help of the dog and she often is helpful in making very interesting contacts, both between me and the engineers and between me and the other girls. I can assure you that she thinks of herself as a very important member of the Bureau of Reclamation. I think the other workers are quite ready to agree with her on that score, too. In fact, I sometimes wonder if I don't come along primarily for the ride, but since I haven't yet been able to teach her to type, perhaps there is still a justifiable reason for my coming to work, too.

THE HANDY FOUNDATION

The formation of a non-profit corporation to devote its efforts to rendering aid to blind and partially blind Negroes has been announced by W. C. Handy, Broadway music publisher and composer of the famed "St. Louis Blues."

The corporation is to be known as the W. C. Handy Foundation for the Blind, Inc., and John Randolph Smith, a former Atlanta business man, who has worked in the interest of blind individuals for the past eighteen years has been named its managing director.

The objectives of the Handy Foundation are to raise funds to aid blind and partially blind Negroes of the United States; to provide funds for research in the prevention of blindness; to promote Federal and state legislation for the welfare of blind and partially blind Negroes; to work for the development of, and the improvement of, established services for the blind; to seek better educational advantages and promote job opportunities for blind and partially blind Negroes of the United States.

Blind Negroes are urged to write for additional information to the Foundation at Theresa Hotel, Suite 1003, 2090 7th Avenue, New York 27, New York.

THE MIGEL MEDAL AWARD

On June 1, the Migel Medal of the American Foundation for the Blind was awarded for outstanding services to the blind, to Mr. Stetson K. Ryan, executive secretary of the Connecticut State Board of Education of the Blind.

In presenting the award, during an appropriate ceremony at the headquarters of the Foundation, Dr. Helen Keller declared that it was made in recognition of Mr. Ryan's long and successful work for blind people everywhere and particularly in Connecticut where he had built up the state service from small beginnings to one of the best and most respected agencies in the country.

A native of Connecticut, Mr. Ryan graduated from Wesleyan University and spent his first working years as a newspaper man, at one time being on the *Hartford Courant,* which he left to become assistant superintendent of the Hartford Charity Organization Society. For ten years, Mr. Ryan was secretary-general of the A. A. W. B. and for many years secretary of the Eastern Conference of Home Teachers of the Blind. He has been a member of the Board of Trustees of the Foundation since 1934 and a member of its Scholarship Committee since 1925.

The award, established eleven years ago by Mr. M. C. Migel, the Foundation's former president and now chairman of its board, has been given annually ever since. It was first presented to the late William Nelson Cromwell and among recent recipients are Peter J. Salmon, Lucy Goldthwaite, the late Henry Ford, John B. Curtis, and Francis B. Ierardi.

Readers of the *Outlook* will be interested to learn that Dr. Irwin was featured in "Look Applauds" in the July 5 issue of *Look*. "Look Applauds" is devoted to giving recognition to outstanding personages who have made distinguished contributions to knowledge, culture and the improvement of human relations.

IMAGINATION

SAMUEL P. HAYES, Ph.D.

We often hear someone say of an acquaintance, "He has no imagination. He has no idea how to improve his business or how to change his manner of living." Of another we say, "She is a very imaginative child. She lives constantly in fairyland. She tells impossible stories and seems to build up a wall around herself so that we never know what she is really thinking about. Many of her stories confuse fact and fancy, and with a perfectly straight face she tells of things which obviously cannot be true. And she believes them." There used to be a boy down our street who at the age of ten told wonderful stories of his exploits in the Cuban war, and with such solemnity and wealth of detail that the other boys used to take his stories home and repeat them, expressing great admiration for him.

Now what do we mean by imagination—this power of creating an interesting but unreal world? The psychologist would say that imagination is the use of images, that is, the picturing of objects and situations not present to the senses. A long series of experiments has been made, showing striking individual differences in the kind and vividness of imagery. Let me illustrate a simple type of experiment. Can you imagine what a five cent piece looks like? Can you picture a street car painted orange with a trolley pole above, and the windows half way down? Can you imagine how your bedroom looks as you enter it, whether the bed is to the left or the right, where the window is, where the bureau stands? If you can in your mind's eye picture these things we say that you have visual imagery, that is, you possess visual imagination. There has been a great deal of interesting discussion about visual imagery among the blind, and it is customary to say that if sight is lost within the first four or five years of a child's life, it is very doubtful whether such visual images persist. If one has used the eyes more than four or five years it is assumed that the part of the brain which is involved in the retention of images will be so well developed that it will continue to function all through life, or as long as one attempts to use it.

Ordinarily when one speaks of imagining one thinks only of visual imagery, but there are many other kinds. Let us try a few other experiments. Can you call to mind the sound of an automobile horn, the bark of a big dog, the sound of your own name when called by one of your friends? If you can call up these images we say that you have auditory or sound imagination. Can you recall the smell of coffee, the odor of freshly cut grass, of fresh paint? Can you imagine the taste of sugar or salt? Can you recall the feeling of smooth glass, of sandpaper, silk, or wool? Can you without moving your hands imagine what it would be like to shake hands with someone, to climb stairs or a ladder, to open a door, to comb your hair? Such images of touch and movement are very common, and often very important in remembering our actions, and they may be very misleading if the things we plan to do are different from the images. Those of you who play the piano are doubtless familiar with the phrase "getting a piece into our fingers", that is, practicing it so many

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times that when you begin to play it you simply let your fingers go and *they* seem to do the rest. You are then guiding your performance by kinaesthetic or motor images. We may have still other images classed as "thermal" or "pain" images. You can easily recall the feeling of cold water on the face, or hot potatoes in your hand or in your mouth. You can imagine the prick of a pin, a burn, a bump or a scratch. Any kind of sensation that we can get from the world about us may return in our imagination as an image.

There are two quite distinct uses to which we may put these images—productive and reproductive imagination. In reproductive imagination we simply bring back in memory the things we have experienced before. Most of the illustrations I have given you are of that sort—calling back in memory or reproducing the sensations and experiences of the past. But we may also combine our images in new ways; we may put together our visual images into a picture that is different from anything we have actually seen. Through this productive use of the imagination all our creative work is done—making up a story, writing a poem, making an invention, devising a new game or test are all illustrations of the use of images in a new and different way from the form in which they first came to us, and this productive imagination is what we mean when we say a person is imaginative. This process begins very early in childhood. It is illustrated when a child of three crawls around on the floor and claims that it is a little bear or a dog. In some cases the child is so convinced of its make-believe that it may insist upon eating out of a dish on the floor in order to carry out the illusion. A great deal of the play of childhood depends upon this productive use of images. The doll becomes a real child, needing care and nourishment, the blocks are not simply pieces of wood, but trolley cars and locomotives. Many people think it much better to give children simple materials and let them construct their scenes and make their own toys than to give them complicated playthings which have been formed through the imagination of some adult. Some psychologists think our only hope of creative work in adult life is through an encouragement of this constructive or productive imagination in childhood.

Whether animals also have imagination is still a matter of discussion. Most psychologists say that even the higher animals do not show any indication of using productive imagination, and that under ordinary circumstances they probably do not sit down and reproduce memories from the past, reviewing their experiences as a young child does; but we do have evidence of what are called "anticipatory images" with some of the higher animals who have learned to do complicated things. Sometimes they seem to have rather a clear idea of the next step in their activity before they perform it. A raccoon, for instance, may be taught to get into a food box by moving six or seven different fastenings and ropes in a definite order. It seems reasonable to suppose that it could not learn them in the right order unless it had some idea, however vague, of the next thing to do after each thing it has done.

We make constant use of images in our everyday life. Most of the things that we recognize—our own hats and coats and shoes, our friends and the paths we take, we could not be sure of if they did not arouse some picture of the places and the times where we have seen them before. An illustration will make this plain. If I am asked to put my hand into a box in which there are a dozen different kinds of tools, and without looking at them attempt to tell which is a pair of scissors and which is a screw driver, I find that as I take hold of each one some sort of image comes up. If I have visual imagery, probably I will see mentally a pair of scissors or I may have a motor image of how it feels to open and close the scissors, or think of their weight or resistance. That is, I recognize a thing by having an image come into my mind which shows its nature and use. All the simple things around us are associated with images from our past experience, and our recognition and perception of things is largely in terms of these images. Our standard measures are also images in daily use. What is your idea of an inch, or a yard, a quart, an hour, or a mile? I have associated an inch with the length of the joint of one of my fingers; a yard is about as wide as I can comfortably spread my arms; a quart is a picture of a bottle of a certain size; an hour is a rather vague memory of the number of things I can do in that period; a mile is imagined by considering how long it takes me to walk that far or how many trees and telephone poles I shall pass. Such images are constantly present when we are speaking or thinking. We combine them and rearrange them and from them we build up our universe.

There has been some interesting work done on the question of the culture of images. Years ago a psychologist found that people differed greatly in their ability to call up images, and in the enjoyment they obtained from them. Some noted scientists have reported that through neglect of poetry and ordinary literature, they find themselves unable to picture the scenes that writers describe, so they no longer enjoy what was once a great pleasure. It is perhaps true of some of you that the ease with which you can imagine scenes determines your enjoyment of descriptive writing. It is certainly true that we will not linger over descriptions if the descriptions are so poor that they cannot be made real, or if we lack the ability to picture them. Whether by daily exercise our power of imagination can be increased has also been an interesting problem, and some have thought that those with little tendency to imagine may greatly increase their powers by repeated trials. It has sometimes been said that country children have a great advantage over city children because country children have an opportunity to see a large variety of natural objects—the whole world of nature being at hand for their observation and use. Certainly the country child has the greater chance for collecting images, but it may be that it has less impulse to reconstruct its images into new combinations. It is often reported that an only child, who has not had daily companions to play with, is more likely than a child in a large family to create imaginary companions, so as to have somebody to play with. In other words, the creative imagination is stimulated by the wish for things which a child cannot have. It may be that the city child, who has less opportunity for observation, is impelled to create events and scenes because of his limited experiences.

Images have a very important part in our ethical development. They are not merely pictures but often have a dynamic or motive power. You know how easy it is to imitate the motions of others. If you see someone yawning, it is very difficult not to yawn. Coughing and whistling seem to occur spontaneously when others near us are coughing or whistling. Many images and ideas have this dynamic power; if we entertain them we seem to be practically compelled to express them. So it becomes very important for us to have the right images and ideas in our minds. Good models will lead to good behavior, while bad models may lead us astray. We should seek suitable companions from whom we may get desirable images of behavior, read good stories, and see good movies. Resolutions which involve images may be important guides in our conduct. Suppose that a girl has been greatly impressed with the idea of neatness. She has seen this person and that who are wonderful examples of neatness either in the way they dress or in the way they keep their possessions. Having acquired the idea of neatness she goes on to imagine herself as a very neat person. This idea may then show its dynamic force by leading her to practice what she pictures and imagines. Even day-dream-ing of herself as a very neat person may lead her to act so that others notice it and commend her. Suppose a boy has become convinced by stories or examples that strict honesty is the best business policy, as well as the most comfortable state of mind. Having memories of stories in which honesty led to good results, he pictures himself always doing the right and honorable things. He may even have auditory images of people commending him for his honesty and uprightness. Whenever he is tempted to swerve from his resolution, the picture he has formed of himself will come into his mind and help him to live up to his ideals.

Images and pictures then are not simply interesting mental processes with which we may experiment and amuse ourselves. They are often important guides to action and in a crisis may control our decision for good or ill. It was with an appreciation of this fact that a wise man once said, "As a man thinketh in his heart, so is he."

PSYCHOLOGICAL RESEARCH COUNCIL

A National Psychological Research Council for the Blind has been organized recently with the primary purpose of encouraging, initiating, and coordinating on a voluntary basis research to help the blind in effecting personal, social, and vocational adjustment. Michael J. Shortley, director of the Federal Security Agency's Office of Vocational Rehabilitation, announced the formation of the committee. At the second meeting, held in Washington, D. C., on May 16-17, Dr. Samuel P. Hayes, director of research at Perkins Institution and Massachusetts School for the Blind, Watertown, Massachusetts, was elected chairman. Dr. Wilma Donahue, director of the bureau of psychological services in the Institute for Human Adjustment of the University of Michigan, Ann Arbor, was chosen vice-chairman and chairman-elect. Dr. Salvatore G. DiMichael, psychological consultant of the Office of Vocational Rehabilitation, Washington, D. C., was elected secretary.

The formal statement of functions adopted by the committee follows:

1. To encourage, initiate, and provide consultative assistance in planning research concerning problems inherent in blindness
2. To secure the cooperation of agencies and of institutions of higher learning in carrying out such research projects, and to encourage the establishment of research and demonstration centers
3. To serve as a clearing house for research projects and to aid in their allocation and financing
4. To review the studies made under this program
5. To intrepret and disseminate the findings so that the significant results will be available to the general public as well as those specifically concerned with the problem of blindness
6. To encourage the development, establishment, and use of uniform definitions and terminology in psychological research concerning the blind
7. To serve upon request in a consultative capacity to the Office of Vocational Rehabilitation and other public and private agencies and organizations concerned with the welfare of the blind

THE HARVARD COURSE

Dr. R. S. French, who retired last January as superintendent of the California School for the Blind, will be the guest lecturer this fall for the famous Harvard Course at Perkins Institution. This course was started in 1921 by Dr. Edward E. Allen and has been offered every year since that time. It was the first consistent effort in the United States to provide special training for teachers of the blind.

BRAILLE REASSESSED

Due for Elevation from Code to Script
Turning Point in Asia and Africa

SIR CLUTHA MACKENZIE

Part II

First of all, we are not aiming at the impossible; we are not advocating rushing into radical reforms or sweeping changes. For a very long time to come two factors preclude the ideal of braille being used as a world phonetic script in the full sense. The first is that the compass of sixty-three symbols, plus compound signs within reason, is not enough to cover the full range of sounds employed in human speech.

The second is that in the present stage of philology the education of the blind calls for braille, the uncontracted form at least, having a character to correspond to every visual character. But, though the ideal may remain unattainable for many decades, if not centuries, a sufficient degree of uniformity is already within our grasp to be of real material value. To attempt anything more than is immediately practicable would be to achieve nothing. Understandable opposition would be aroused.

A Moderate Policy Only

All that is suggested is that, when opportunities offer themselves, and they do now and then, braille development should hold to this principle. The present is clearly one of those opportunities. Blind welfare in Asia and Africa is approaching the end of the pioneer stage—the days of gallant if uncoordinated efforts, of struggling ill-financed schools, of conflicting early brailles, and of scanty collections of dirty, well-worn, hand transcribed books. National schemes, national braille presses and unified brailles are on their way. If mistakes are made at this milestone—mistakes which could only be overtaken after years of delay, rivalries and loss of money—it will be a heavy tragedy for five million blind.

Relationship to Standard English Should Not Create Misunderstanding

The fact that Standard English Braille values are considerably used in discussing this subject is commented on in some quarters. Professor J. R. Firth, School of Oriental and African Studies, University of London, says: "I do think our collaboration is essential. . . . finally, I do not, as I believe I have told you, believe that the approach should be dominated by English."

On the other hand, a leading Indian scholar, Professor Chatterji, M. A. (Calcutta), D. Litt. (London), F.R.A.S.P., head of the School of Comparative Philology, Calcutta, states: "Personally I would like our All-India Uniform Braille to have as many signs in common with the Standard or International Braille as possible—the sound values of International Braille should be adopted for Uni-

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In Part I, Sir Clutha spoke of the complexities and delays in the education of the blind which have resulted from the *laissez-faire* manner in which braille was carried to distant lands. Speaking from his experience in a number of Asiatic countries, he stressed that the time had come for a concerted World Braille policy. In this concluding section he discusses some of the factors which have hitherto hindered braille's rational evolution. *Editor.*

form Indian Braille as far as practicable. I am a strong advocate for the general adoption of the Roman script (the latter being arranged according to the scientific scheme of the Indian alphabet as in the Devanagari) for all our Indian languages, in place of the current Indian systems of writing, and the same principle should in my opinion be adopted in framing a Uniform Indian Braille. I am exceedingly glad to find that you have adopted the Indian system in your chart."

The chart to which the professor refers is a Standard Indian Braille chart (or Standard International Braille) covering Devanagari, Kanarese, Malayalam, Tamil, Telugu, Bengali, Gujrati, Gurmukhi, Oriya, Pushto, Sindhi, Urdu, Arabic and English, prepared by a committee of British and Indian blind.

In giving the views of the National Institute for the Blind, London, on this chart, Mr. W. McG. Eagar, C.B.E., its Secretary-General, says: "We were most anxious to consult all available expert information in this country, and only now are we in a position to pass on to you the results of our inquiries. . . . In view of the lack of any relation between the Roman and the various Indian alphabets, I am sure you are wise in divorcing your Standard Indian Braille from the seven-line system and in departing from the conventional sign order of the West. Considerations of inter-Indian sound relationship were, of course, an overriding factor, and the symmetry which you achieved by keeping close to them, must, for readers of Indian languages, surely be of a greater value than any which you might have attained had you established a relationship with Western practice, which in the circumstances could only have been a false one."

The truth is that in a matter of this kind we must build on an existing foundation. We must follow some standard. In this matter of braille we appear to have little discretion. The foundation was laid long ago—the standard set. Louis Braille's original allocation of particular braille symbols to particular Roman letters was and remains the foundation. His selection was accepted *in toto* by England and eventually by the whole of the English-speaking world; and his alphabet was also generally carried to the other European languages. As we have shown, British, American and German missionaries were the chief agents in taking braille to Asia and Africa, where their main method was to allot English (and French) braille characters where those characters adequately or nearly represented the sound of vernacular ones. We agree with Professor Firth when he says that "the approach should not be dominated by English." It is just that it seems that we appear to have no other course than to accept the yardstick history has already measured out for us. A further practical consideration is that in the areas concerned English is the most used European language.

It is the principle only which is stated here. Expert linguists as well as blind people qualified in the languages concerned will play a part in its application, and many factors must be considered.

A Common Result Whatever the Beginning

In discussing international braille, I find myself, as an English-speaker, apt to give the impression that I am chiefly concerned in establishing a relationship between all other languages and English. Of course, any impression that this policy is all in favour of English naturally arouses nationalist resentment. People's pride in their own language, its form, idioms and traditions, recoils at any thought that its characteristics might be submerged. Had this survey been made by an Arab, he might equally have unintentionally conveyed the impression that he wanted World Braille to come strongly under Arabic influence. It must be pointed out, however, that whether braille sprang originally from French, Arabic, Hindi or any other language, the ultimate results of its logical coordination as a world script have been substantially the same.

To Braillise is Not to Romanise

All over the world the blind are using the same characters—not Roman, not Chinese, not Arabic, nor Devanagari, but braille and only braille. Sighted people appear to find it difficult to grasp this fact, a misconception which seems to give rise to an impression that to have braille consistency in sound or letter is to exert some Romanising influence on the expression of Oriental languages. This, of course, is not the case. Whether or not his braille is linked phonetically with World Braille, the blind student relates his braille characters to the sounds of his mother-alphabet.

The Roman alphabet has twenty-six characters, Devanagari fifty-four and braille sixty-three plus. When a language is Romanised for sighted people, an attempt is made to express all its sounds within the inadequate compass of twenty-six characters. On the other hand, when a script is braillised each character of that script is given a single braille character (not possible, of course, in ideographic scripts like Chinese). No difficulty arises, therefore, in providing a braille character, for example, for all fifty-four characters of Hindi (one of the chief Indian languages using the Devanagari script) and the blind Hindi child will, of course, give the same sound that the sighted child does to the corresponding visual character. His approach to International Braille must necessarily be, not through Roman, not through Western braille, but through his own mother-tongue and its braille script.

Symmetry in Braille Alphabets an Overrated Factor

That a symmetrical set-out is an essential part of braille alphabets is a view taken far more by sighted people than by the blind themselves. The former believe that braille is far more difficult to learn than is really the case; and in the kindness of their hearts either devise elaborate dot patterns or lay undue stress on the need to adhere to Louis Braille's original sequence which follows a kind of pattern. We, the blind, believe we get much better and far more lasting value out of braille if the braille signs in every language stand as nearly as possible for the same sounds. We recognize the value of symmetrical patterns as an aid in teaching new pupils, but there are so many ways of memorising braille that we find no need whatever to sacrifice phonetic association. Modern teachers make only slender use of strict alphabetical sequence. The practice in Britain, for example, is to group braille letters in ways that help the pupil's easy absorption. A, B, K and L form one such group; C, G and X another. The value of symmetrical aids is but short-lived; the ordinary blind student soon comes to associate each letter with a form. He analyses neither the number nor the angle of the dots which comprise it, but subconsciously recognises it as standing for this or that sound. From then onwards symmetrical association passes forever from his mind. As mentioned before, two all-Indian brailles have not met with acceptance by the blind because of this misconception.

Time to Abandon Laissez-faire

"Why not leave each country to settle its own braille?" is often asked. The old *laissez-faire* days resulted, of course, in all sorts of duplications, lack of consistency, bitter controversies and, worst of all, very, very grave delays in establishing adequate education for the blind and reservoirs of literature to be at their service, both for their cultural enjoyment and to help them in their occupations. Furthermore, and this is an important factor, linguistic areas do not coincide with political boundaries. They frequently overlap, and three or four languages may be in everyday use in one political area. In a number of countries, too, technical knowledge of braille is lacking; sighted educational authorities naturally know little of it and may be at the mercy of the type of person, with whom many of us are familiar—who having learnt a braille form, designed by an amateur for a distant outpost, will defend it to the last ditch as the one and only braille he will tolerate. That we have reached a point at which international planning is essential cannot, I think, any longer be questioned.

Conclusion

In the expression of language in written form, we blind people are in advance of our seeing friends. It is true that they have planned an international language, Esperanto, but its script is Roman. When, however, we blind read Esperanto, we do so, not in the European script, Roman, but in an international script, braille. The world might some day work out a new international visual script; for this purpose it might choose the excellent Devanagari script of the Indo-Aryan languages, it might select modern Roman phonetics, or, maybe, some entirely new form—who knows? At any rate, visual scripts are not static and will almost certainly change to meet the convenience of our ever smaller, more closely integrated world. If we put this hitherto unconcerted evolution of braille into a positive policy, we achieve two purposes. Firstly, we remove one of the immediate difficulties facing the blind in learning and using second languages. Secondly, we place our braille in a position to anticipate and to accommodate itself to either gradual or sweeping changes in visual scripts, such as happened in Turkey when on government order Roman script replaced the old complex characters.

Let us aim at nothing extravagant, nothing unreasonable, nothing which entails the destruction of valuable libraries, but let us limit ourselves to practical realities, to the setting up of guiding principles to be put into effect only when, as in Asia and Africa today, change in the ordinary course of events is being made anyhow. Let us give braille its full status as a script and this process may be better understood and will follow much more easily.

THE PASSING OF MARY IRWIN

The blind of the United States and of Europe have suffered a heavy loss in the death of Mrs. Mary Irwin, wife of Dr. Robert B. Irwin, Executive Director of the American Foundation for Overseas Blind.

We have known for several months that Mrs. Irwin was gravely ill and followed the news of her health which we received occasionally from New York by way of Paris. Now her sojourn on earth is finished and she has certainly received the reward of a life dedicated to the blind for whom she worked with a constant wisdom and devotion.

Robert B. Irwin, in answering our letter of sympathy, has written: "I have decided to go on with my work for the betterment of the conditions of the blind all over the world." We who have often met Mrs. Irwin during the work of her husband in this great cause and who expect to see him again in Oxford and perhaps in Italy, realize all the heavy burden of his loss. To the blind of America we wish to send our sincere sympathy. Because of the collaboration which Robert B. Irwin and his deceased wife have organized across all frontiers, our loss is equally as deep as that of the Americans.

The above is a translation of an item which appeared in the May 5th issue of *Corriere dei Ciechi,* published in Rome.

At the annual dinner meeting of the Greater New York Council of Agencies for the Blind, held June 7, the following officers were elected for the coming year: Miss Marian Held, President; Howard Liechty, Vice-President; and Miss Elizabeth Meloney, Secretary-Treasurer.

THE USE OF THE CANE

B. A. LOUTFY AND O. J. BAKER

Since you no longer are able to see, it seems as though there is nothing left but to sit down in the rocker beside the radio and let the days drift slowly by. You can get around in the house because it is familiar and you know where every step and obstacle is situated. But to go outside is another matter. It is difficult enough when someone leads you about, but to go out by yourself is utterly impossible. You do not know what your foot will fall into. You may stumble and hurt yourself and, besides, doesn't everybody tell you that you should not even make the attempt because you might get hurt?

This is absolutely untrue. Nothing can be farther from the truth. You are afraid to travel because you do not know what you can do with your cane. You do not know that your cane can, to a considerable degree, take the place of your sight. No, it is not a perfect substitute. But with it you can become independent in the sense that you can travel anywhere by yourself without the necessity of having some friend or relative lead you.

If the ability to properly use the cane is so valuable, how will you go about learning to use it? First, the ideal cane should be one with a crook, whose height from the ground would be about an inch or so below the belt.* You can measure it by holding the cane beside you and lining it up with your pelvis. The pelvis is the large bone that sticks out on the side just below your belt. If the cane is shorter, you will not be able to get a free, easy swing, and if it is longer, it is liable to be the cause of tripping others and will feel clumsy and not easily handled. The cane should be well-balanced and tapered from the crook to the ferrule so as to give it balance. However, the right length is more important than the weight. You can practice successfully if the cane is approximately the right length; otherwise you are likely to form wrong habits at the beginning which will be difficult to break later.

First we practice the proper swing of the cane. Stand with both feet firmly planted on the ground and with the body straight and the head held as though you were looking straight ahead. The body should be held erect but not stiff, relaxed but poised for movement if necessary. If you are right-handed you should begin practicing with that hand. Ultimately you should learn to use the cane equally well with either hand but that cannot be done successfully till you have learned to use the cane with the hand which is easier for you. Now hold the cane with the end of the crook down where the curve rounds off from the straight part of the cane. Hold the cane out in front of you at a 45 degree angle to the ground. Take a firm but not stiff grip on the crook. It is not something that is trying to get away from you or a snake that is going to curl up and bite you. With the elbow at the side, hold it or the upper inner side of the forearm against the body and swing so that the hand is in front of the center of the body. The elbow or upper inner side of the forearm acts as a fulcrum so that it is much easier to swing the cane from the proper posi-

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*Editor's note. The proper length for a cane is still a matter of a great deal of debate among cane users. Many persons prefer a shorter cane than the one described here and others advocate a longer one.

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tion than if it were held out from the body and straight out. Now we have the cane held firmly by the crook in front of the center of the body pointing straight forward at an angle of about 45 degrees. You are now ready to learn to swing the cane rhythmically.

Holding the cane in the manner indicated, you then swing the cane from side to side. The swing should be about four to six inches to the left and right of the width of the shoulders. That is, four to six inches to the left of the left shoulder and four to six inches to the right of the right shoulder. The reason for this will be discussed later. The swing should be made by the motion of the wrist alone and not by the motion of the arm, which should remain stationary with relation to the rest of the body. This is very important. If the arm is used to create the swing, the movement of the cane will not be symmetrical. That is, it will swing farther to the right or the left depending on which hand you are using and you will not be able to go straight forward but will tend to veer off to the side, following the line halfway between the lines of points made by the cane as you progress. Remember the cane is swung rhythmically by the use of the wrist alone. Neither should the hand turn at the wrist, but the palm of the hand should be at right angles to the ground. Now you swing the cane rhythmically, counting if you wish for rhythm, so that the cane describes an arc whose ends are about four to six inches to the right of the right shoulder and four to six inches to the left of the left shoulder. As the cane is held at a 45 degree angle in front of you the arc of the circle will be at a 45 degree angle to the ground and of course the ends of the arc will be the points where the cane touches the ground. If you find that you have better control of the cane by placing the forefinger along the cane pointing downward, you may do so. That is, the forefinger may be placed along the body of the cane on top or along the side. This depends on the individual.

Now select a clear space or pavement with which you are well-acquainted, free from bumps or hollows if possible, and from three to six feet wide. A stretch of concrete pavement is ideal. Now find out which foot you habitually use first when you begin walking. Let us say that you are holding the cane in front of the body in the right hand, and that you are to step forward with the left foot. Swing the cane over to the right and step forward. Use this position as a basic one to begin the forward motion combined with the swinging of the cane. Now you continue by swinging the cane to the left at the same time bringing the right foot forward. The cane should touch the ground at the same time that the opposite foot does. The order is now left foot, cane right; right foot, cane left, and so on. You will have a tendency at first to swing the cane to the right side as the right foot goes forward and the same with the left. This is incorrect. The reason why the cane should be swung in the opposite direction to the foot is that by so doing you are placing the cane in the approximate place the foot will fall at the next step. Thus your cane is becoming in a sense a substitute eye. The feel of the cane as it touches the ground and the sound that you get as it touches the ground tell you what sort of territory your foot will fall on the next step. You can soon tell whether you are on brick, concrete, clay, grass or whatever you are traveling on, and it will also warn you of bumps and hollows ahead so that you can walk forward with confidence. If there are poles, trees or other obstacles in front of you, your cane will strike them and warn you of your approach to them and you can stop or go around them.

Now another reason for the wide swing of the cane becomes apparent. Let us say that you are passing a telephone pole that is a few inches to your right; if you have swung your cane in a sufficiently wide arc, you will be warned of it and will not strike it with your shoulder. Thus your cane by sound and feel is giving you continuous information as to the nature of the ground on which you are walking and of obstacles that are in your way.

After you have mastered the cane technique you are ready to walk around the block. This is familiar territory. You have somewhat of an idea of the kind of pavement, trees, fences and other surroundings. You can use the wall or fence for a guide. Let us say that you are traveling with the wall on your right. You will stay about three feet to the left and if you are not sure of yourself you can reach over to your right with your cane and feel the wall to give you confidence. By the way, you will reach for that wall and not suddenly strike out at it. In case someone happens to be passing by, your cane will not then strike or trip them. Never swing your cane suddenly or strongly in any direction. Courtesy and good taste are always in order. After you gain more confidence it will not be necessary to reach for your guide but you will be able to walk along in a straight line. It is very important that you keep your head straight as though you were looking straight ahead. If you look down, your gait will not be natural but will tend to be choppy and if your head is turned to the side ever so slightly, your body will tend to follow in that direction and you will veer off to the side in which your head is pointing. So keep your head straight.

Suppose your cane suddenly touches an object in front of you; you can tell whether it is a tree, step, pole or whatever it is by feeling and tapping with your cane. If this fails, you can feel with your hand. However, you should avoid doing the latter as much as possible. The more you depend on your cane, the more useful it will become to you.

You have gone along one pavement to the street and your cane tells you that you have come to the curb. This you can determine by the fact that your cane has dipped down from four to six inches (the usual height) and you can feel the line of the curb with the cane. You wish to turn right so you step back two or three steps, turn right and continue to the next corner. This is repeated again until you return to your point of departure. Then you will reverse the process and go around the block in the opposite direction.

There is a very important point to remember here. If you run into a tree or step as you are traveling along, it will confuse you at first and there will probably be a moment of panic in which you will lose your direction. You then become disoriented and are not sure in which direction you are going till you have investigated and found a marker or guide again. When your cane tells you that you have come to an obstacle, above all do not change your direction. Do not turn ever so slightly to the right or the left, but investigate and step sidewise to the right or left as the situation may demand and continue in the same direction.

Let us suppose that you have now progressed to the point where you have sufficient confidence to cross the street. You go to the curb and feel for its curve. You can easily feel the curve by running your cane around the outside of the curb. Let us say that the curve of the curb extends from in front of you around to your right and that you wish to cross the street straight ahead. Then you have the street you wish to cross straight in front of you and the cross street to your right. You now feel for the notch in the curbing where the curved curb meets the straight one and you move over to your left so that your right foot is just a little to the left of that notch. Then you set the balls of your feet so that a line drawn from one toe tip to the other would be parallel to the curb line. You should now be facing directly toward the other side of the street. If you have taken the proper distance and have kept your head up and straight, you should go straight across the street. You now listen carefully for traffic sounds. If all is still or if the traffic on your right is moving, it is your "go" signal. You step off the curb and not too slowly or too rapidly you cross the street. But you do not use your cane in crossing the street as you did when walking on the pavement. You hold it at a 45 degree angle straight out in front of you about two inches above the street. Why? Because you use your cane to tell you when you are approaching the opposite curb. If you hold it in the manner stated, it will tell you when you have arrived at the opposite side of the street and you will not find it with your foot and stumble. Now before stepping up on the curb, but after investigating its height, you move your cane to right and left to tell you whether there are any obstacles in your way. If not, you step up on the curb and continue on your way. In crossing streets, if there is any doubt as to where the opposite curb is, as in this case the other street is on your right, you will deliberately cross somewhat to the left as you will then eventually come to the wall and will not be going out into the street and traffic. If you hold your cane up at a 45 degree angle when crossing the street, it is serving no very useful purpose. You will stumble when you come to the curb at the other side and it will not be so much of a warning to motorists as has been claimed. The motorist has his eyes on the highway ahead of him and will see your cane as soon or sooner if it is pointed downward at a 45 degree angle.

With courage and persistence you can learn to walk with a cane and go anywhere you wish. This has been proved, not by words but by the deeds of many of the visually handicapped before you who have done it. However, if you are fortunate enough to have the opportunity of attending an orientation center, with the kindly help and understanding of the instructors in charge you can learn the technique much more quickly and with much less discouragement than if this opportunity were unavailable. Working with others who are going through the same experiences as you helps to create confidence, and your incorrect habits can be eliminated much more quickly. But remember this, with the cane you can travel alone and you can become more self-sufficient than you ever thought possible.

BOOK REVIEW

Rigidity and Isolation: A Study of the Deaf and the Blind. By Helton McAndrew. *The Journal of Abnormal and Social Psychology*, October 1948, pp. 476-494.

In applying the well-known psychological formula that behavior is a product of the interaction between the person and the environment, one may understand how it is possible for an individual who lives in a narrow, circumscribed environment to have fewer and more rigid social responses than one who leads a cosmopolitan life. In the former case, the person develops a small number of definite responses which meet his daily situations and which tend to become stereotyped. Such an individual is said to become "set in his ways" early in life and to possess social systems which are relatively undifferentiated. Dr. Kurt Lewin, the social psychologist, termed this concept "rigidity" and defined it in relatively broad terms. Dr. McAndrew interprets it as "the lack of variability and adaptability which results in a persistent repetition or continuation of an activity once begun, and interferes with the making of appropriate adjustments to small changes in the situation".

It has been thought that deafness and blindness prevent an individual from fully interacting with his environment, serving as strong social barriers which few persons can penetrate or surmount. The lack of sight influences individual mobility to a marked degree, causing the person to limit himself largely to a narrow, familiar environment. This may result in undifferentiated social systems and stereotyped behavior responses.

Dr. McAndrew postulates the hypothesis that rigidity is a positive function of isolation. If such a relationship is established, it follows that the deaf are more isolated than the blind, who in turn are more isolated than the "normal." It is suggested, therefore, that the deaf are more rigid than the blind, and the blind are more rigid than the "normal." In the course of devising experiments to test this hypothesis, Dr. McAndrew established several corollaries: Other things being equal, if rigidity is a positive function of isolation, the more isolated an individual, the longer it will take to satiate one activity, the greater will be the difficulty he will have in making flexible adjustment to small changes in the situation, and the more difficulty he will have in restructuring a field.

The experimental population used in this study consisted of seventy-five individuals, ranging from ten to fifteen years of age and divided into three groups of twelve boys and thirteen girls each. One group was composed of blind subjects, the second of deaf individuals and the third of "normal" subjects. The youngsters were matched for intelligence.

The First Experiment: Satiation

"Satiation is the process by which the initially positive or neutral valence of an activity changes into a negative valence. It is supposed that the more rigid an individual, the longer it will require to transform positive or neutral valences into negative ones. The subjects were individually taught by the examiner to make balls, sticks and canes with ample supplies of clay. The teaching techniques varied with the type of handicap represented in each group. After the demonstration, each child was told: "This is all I have to show you. Would you like to make some balls? I have some work to do over here. You may do it if you like and stop any time you wish. It doesn't matter to me. I have some work to do."

It was found that the time required for satiation of the deaf was more than twice that required by the "normal" subjects, while the period of satiation for the blind was almost twice that of the "normals." The blind spent much less time in undifferentiated or free activity, preferring to engage in familiar repetitive tasks, fearing to venture into strange territory. It was observed that most of the blind subjects were either too helpless or insecure to attempt undifferentiated activity. An all-or-none quality was reported, with fear being suggested as a significant factor.

Experiment Two: Level of Aspiration

In this experiment the subjects were asked to estimate their performance on a Stoelting hand dynamometer, being given the following instructions: "The object is to guess as high as you think you can make. If you make the score you guessed, you get that score, but if you make more than you guessed, you get only the guessed score. Therefore, guess as high as you think you can make. If you don't get a score as high as the one you have guessed, you get zero, so don't guess more than you can make." Each individual was given twelve trials. After each trial he was told whether or not he had exceeded or equalled his guess. The pattern of such examiner responses was not based on the actual performance of the child, but was arbitrarily selected to test his reaction to success and failure. The deaf had the most difficulty in adjusting their level of aspiration as indicated by their bids, to their apparent ability as indicated by the responses of the examiner to their performance. They tended to make all-or-none responses. The blind appeared similar to the "normals" in their reaction to success, but they were more sensitive to failure. On the whole, they tended to make small adjustments in their bids following an antecedent success or failure. The few large adjustments made by the blind group seemed in response to fear of failure.

Experiment Three: Restructuring by Classification

The subject was confronted by twenty-five objects—five each of squares, circles, triangles, rectangles and semicircles. Each of the five objects of any particular shape was constructed of a different material. Thus, one each of the triangles, for example, was composed of cork, cardboard, leather, plain glass and frosted glass. A preliminary trial was given each subject in which he was asked to classify ten objects according to both form and material. In the experiment proper, the subject was instructed to classify the twenty-five objects in five piles, sorting them in such a way that the objects in each pile were alike in some way. The children classified them according to shape or material. After the second trial, if the subject persisted in classifying the objects on the same basis as in his original trial, he was told, "Do it again." This was regarded as the first degree of social force. If the child persisted in his original basis of classification on the third trial, he was told, "Do it another way." This was considered to be the second degree of social force and was repeated where there was no change in method in the fifth and sixth trials as well. If persistence still continued, the examiner instructed the child, "No, do it another way. Put the things in five piles, five in each pile that are alike in a different way." These directions were given for trials 8, 9 and 10 as well, in the absence of change of method, and were regarded as the third degree of social force.

The normal group readily solved the problem, 96% of them requiring only one or two degrees of social force, and 100% completing the task with three degrees. However, only 17% of the deaf subjects in this sample were able to cope with this problem successfully, showing real difficulty in restructuring a field of twenty-five objects.

Experiment Four: The Rorschach Test

Owing to the visual nature of the Rorschach materials, this phase of the experiment was limited to the deaf and "normal" subjects only. In general, the protocols of the deaf children suggested rigidity and constriction in personality structure.

Conclusions

Dr. McAndrew offers the following conclusions: The satiation experiment indicates that the blind and deaf are more rigid than the normal, but there are such large individual variations in each group that the figures may not represent real group differences. The level of aspiration experiment suggests that the deaf are more rigid than the blind and the "normal." It is also suggested that the intelligence quotients of the handicapped groups, especially the deaf, may be influenced by the lack of flexibility of the person, and the educational quotient may be influenced by the barrier quality of deafness or blindness, which reduces the richness of the environment.

Dr. McAndrew suggests some criticisms and limitations of the experiments:

1. Comparison between deaf and blind groups is difficult, since the main arteries of communication for each are closed off to the other. As a result, touch activities were selected as the common ground. However, it seemed that the simple activities elected for the study were too juvenile to interest many of the subjects.

2. Clay modeling does not lend itself readily to satiation experiments because clay lacks permanence.

3. The elements of fatigue and crude grading may have influenced the results of the dynamometer-level of aspiration tests.

It is suggested that, despite these limitations, the study has revealed some interesting personality problems involving physical handicaps.

Methodologically, Dr. McAndrew's study is a stimulating one. In his matching of groups, however, he may have overlooked a characteristic of the deaf and blind children which may have significantly influenced his findings. It should be noted that the "normal" subjects were drawn from public schools, and consequently have had experiences in the home and the community which may make them noncomparable with the handicapped children, who were recruited from residential schools. Until we know the extent to which institutional life, *per se,* is a factor in limiting the environment and thus creating increased rigidity, it will be difficult to accept these findings as being purely the result of handicaps. It is possible that both institutional life and physical disability have roles in promoting rigidity, but the contribution of each of Dr. McAndrew's data must wait upon additional experimentation directed toward determining the relationship between institutionalization and rigidity.

This reviewer is inclined to welcome Dr. McAndrew's approach to the personality problems of handicap as a harbinger of significant events to come. This type of study, which has its core in real activity rather than intellectualized inventories and verbal tests, gives promise of exploring some of the fundamental psychological consequences of blindness. In this approach the individual is studied as a total organism, rather than as a sum of discrete traits. Perhaps we have devoted ourselves too extensively to the study of spatial perception, intelligence test results, academic achievement, and unitary characteristics to the neglect of the reaction of the whole child to the necessity of adjusting to the world of the seeing. If we can accept Dr. McAndrew's findings as being representative of the true situation wherein the blind are indeed more rigid than the seeing and that such rigidity is imposing additional social and academic handicaps upon them, then the time is indeed appropriate to take stock of the environment of the blind child.

During the past decade, Dr. Berthold Lowenfeld pragmatically reached conclusions which parallel those of Dr. McAndrew. Speaking from lecture platforms and through contributions to the literature, he has suggested that a primary objective of educators of the blind should not merely be oriented toward providing a "normal" environment for the blind child, but should be aimed at one infinitely richer and more varied to assist the individual to cope with the limiting effects of blindness. If rigidity is indeed a function of isolation, then we need to take measures to reduce isolation, through offering the blind youngster an environment that is replete with concrete experiences which have rich meaning for him, and which help him to understand the world of the seeing and to prepare for active participation in that world.

Herbert Rusalem.

OUTLOOK
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LETTER TO THE EDITOR

Government of India
Ministry of Education
New Delhi, India
June 21, 1949

Sir:

I have read with interest the review of the pamphlet, "The Braille the Blind Want", which appeared in the April issue of your journal. Since it contains frequent references to Uniform Indian Braille which has been accepted as the standard braille code for this country, I should like to take this opportunity of tracing briefly the circumstances of its evolution. Perhaps it will also be relevant to define the attitude of the Government of India towards the movement for devising a unified Braille code for the world.

The adaptation of braille to Indian languages began in the last decades of the nineteenth century. In the following three or four decades, about half a dozen braille codes came into being as new schools for the blind were started in different parts of the country. Most of these codes were designed for local use and did not prove suitable for use on a national scale.

The first attempt at devising a Uniform Braille Code for Indian languages was made by two British educationists, Messrs. Knowles and Garthwaite. Their code entitled 'Oriental Braille' was published as early as 1902, but due to a variety of reasons, it did not gain countrywide recognition. Official initiative in this direction was taken for the first time in 1922, when, after hearing Mr. P. M. Advani, then Principal of the School for the Blind, Karachi, the Central Advisory Board of Education recommended the drawing up of a Uniform Braille Code for the major Indian languages. A year later followed an unofficial conference of teachers and workers for the blind in Bombay which discussed at length the problem of designing a single Braille code for Indian languages, but unfortunately, it adjourned without reaching a decision.

After a lull of nearly twelve years the question was again referred to the Central Advisory Board of Education in 1935, 1936 and 1938, but no decision was taken. In 1932, the National Institute for the Blind, London, had urged the Government of India to frame a common Braille code for Indian languages and to establish an up to date Braille Printing Press in the country. The work could not, however, be undertaken then owing to the financial stringency prevailing in the country.

In 1941, the Central Advisory Board of Education recommended that a committee should be appointed immediately to devise a Uniform Braille Code for the major Indian languages. Accordingly, a Committee of fourteen persons including three blind persons was appointed to deal with this intricate problem. Most of the members of the Committee were distinguished linguists and teachers and workers for the blind. The Committee carefully considered the various points of view put forward by the protagonists of different schools and laid down certain guiding principles for the drawing up of a Uniform Braille Code for Indian languages. The actual working out of the code was entrusted to an Expert Committee consisting of two linguists and two sighted braillists. One blind braillist was eventually taken on the Committee, but it should be remembered that the task of the Expert Committee was to work out a Uniform Braille Code strictly in accordance with the recommendations of its parent Committee.

Uniform Braille Code as drawn up by the Expert Committee was circulated to all the Institutions for the Blind in the country for their opinion and the comments received by the Government of India were generally favourable. Uniform Indian Braille was therefore approved by the Central Advisory Board of Education in 1945.

While there was general support for Uniform Indian Braille, there were some experts who held a different view and drew up a code known as Standard Indian Braille based on the principle of same sign for same sound in Standard English Braille and Standard Indian Braille. Sir Clutha Mackenzie who was the most distinguished member of this group held in April 1946 discussions with the Expert Committee about the relative merits of Standard Indian Braille and Uniform Indian Braille. They could not come to an agreed decision and the matter was referred back to the Central Advisory Board of Education in 1947. The Board re-affirmed its approval of Uniform Indian Braille and the Government of India accepted it as the standard braille code for the country and recommended its use in all the institutions for the blind.

Recently, following discussion with persons and institutions interested in the welfare of the blind, we have requested UNESCO to explore the possibility of evolving a unified Braille code for the world and to consider whether Uniform Indian Braille could form the basis of such a code. We believe that if we can devise by agreement a code which satisfies the divergent needs of all the major language areas, it would be of very great advantage to the blind throughout the world. UNESCO has agreed to include a resolution on the subject in its programme for the General Conference in 1950. Meanwhile we have also suggested to UNESCO to invite a few experts to Paris to collect material for discussion at the General Conference next year.

Our aim should be to have a single Braille code for the whole world. If, however, this cannot be achieved just now on account of the wide differences in scripts used by the various language areas, we should at least reduce the number of Braille codes to two: one for countries using the Roman script and the other for Asia and Africa. We believe that Uniform Indian Braille which has tried to reconcile the claims of Sanskritic, Perso-Arabic and Dravidian alphabets may well supply the basis for the formulation of the latter code.

It is, however, essential that all interested in the welfare of the blind should adopt an objective and non-partisan attitude towards the complex problems of designing a Unified Braille code for the world. Alignment with rival schools of opinion sometimes leads to controversy and even acrimonious debates. We must lift the question of a Uniform World Braille out of the sphere of polemics and view the problem from a purely objective standpoint in order that the efforts of UNESCO may be crowned with success.

Yours faithfully,
HUMAYUN KABIR
Joint Secretary to the
Government of India

The annual convention of the National Society for Crippled Children and Adults will be held November 7, 8 and 9 at the Commodore Hotel, New York. Prominent authorities working in the field of the handicapped will present the latest developments at the three-day session marking twenty-eight years of service by the society. Delegates from 2,000 state and local affiliates of the National Society will discuss research, rehabilitation, training and treatment for the handicapped. Workers with the blind are invited to attend this convention.

NEWS AND VIEWS OF THE A.A.W.B.

Edited by Alfred Allen, *Secretary-General*

The Twenty-third Convention of the American Association of Workers for the Blind met in Boston on July 18 through July 22 and was among the most successful conferences ever held.

More than 500 people were in daily attendance, including members and visitors from forty-four states, the Dominion of Canada and one visitor from India.

Highlight of the Convention was the banquet at which the Shotwell Memorial Award (a gold medal and scroll) was presented to Mr. Joseph F. Clunk, Chief, Services for the Blind, Office of Vocational Rehabilitation, Federal Security Agency, Washington, D. C., for distinguished service in work for the blind. Three hundred people were in attendance at the banquet.

Officers elected to serve until the 1951 convention include Francis B. Ierardi, Managing Editor, National Braille Press, Inc., Boston, Massachusetts, President; Roy Kumpe, Secretary-Manager, Arkansas Enterprises for the Blind, Inc., Little Rock, Arkansas, 1st Vice-President; A. V. Weir, General Manager, Canadian National Institute for the Blind, Toronto, Canada, 2nd Vice-President; Lemont Hackett, Supervisor, Home Service Department, Maryland Workshop for the Blind, Baltimore, Maryland, Treasurer; Alfred Allen, Assistant Director, American Foundation for the Blind, New York, New York, Secretary-General. New board members elected were:

for Group A (Workshops) Miss M. Roberta Townsend, Director, Department for the Handicapped, Brooklyn Bureau of Social Service and Children's Aid Society, Brooklyn, New York (for four years)

for Group B (Rehabilitation Specialists) Mr. Fred W. Ave-Lallemant, Rehabilitation Counselor, District of Columbia Rehabilitation Service, Office of Vocational Rehabilitation, Federal Security Agency, Washington, D. C. (for four years)

for Group E (Executive Heads of state agencies) Aubra Hurt, Chief, Services for the Blind, State Board of Vocational Rehabilitation, Oklahoma City, Oklahoma (for two years, to fill the unexpired term of Roy Kumpe who was elected in 1947 to represent the group for four years)

It was voted to hold next year's conference in Salt Lake City, Utah and preliminary arrangements are now being negotiated.

On July 28th, the Secretary-General leaves for Oxford, England, to attend an International Conference on Work for the Blind and will return in late September. This will delay publication of the 1949 *Proceedings*, a copy of which will eventually be mailed to each member of the Association. Orders for additional copies (at $4.00 each) may be placed with the office of the Secretary-General, 15 West 16th Street, New York 11, New York.

* * *

According to the judgment of W. Somerset Maugham, the ten best novels of the world are *War and Peace* (Leo Tolstoy), *Old Man Goriot* (Honore de Balzac), *Tom Jones* (Henry Fielding), *Pride and Prejudice* (Jane Austen), *The Red and the Black* (Stendhal), *Wuthering Heights* (Emily Brontë), *Madame Bovary* (Gustave Flaubert), *David Copperfield* (Charles Dickens), *The Brothers Karamazov* (Fyddor Dostoevsky), and *Moby Dick* (Herman Melville).

WESTERN CONFERENCE OF HOME TEACHERS

The Western Conference of Home Teachers of the Adult Blind held its fourth annual convention jointly with rehabilitation personnel from Regions VII, VIII, IX and X, at Denver, Colorado on June 13-18. Miss Margaret M. Bland, home teacher, Colorado State Department of Public Welfare, and H. C. Corpening, regional representative, Office of Vocational Rehabilitation, Denver, were co-chairmen. Teachers from seven western states were present, and the American Foundation for the Blind made it possible for Miss Mary Curran, President, Eastern Conference of Home Teachers of the Adult Blind, and Miss Marie Busch, President, Midwestern Conference of Home Teachers of the Adult Blind to attend.

At the opening session greetings were extended by the Honorable Lee Knous, Governor of Colorado, and the Honorable Quigg Newton, mayor of Denver. Many interesting and educational papers were read during the course of the convention. Another very interesting feature was a panel composed of home teachers, a vocational rehabilitation worker and a social worker, which discussed cooperation between such workers in effecting rehabilitation of the blind.

Miss Bernice McCrary, supervisor of the field of handicrafts department, California Training Center for the Blind, Oakland, sent a display of handicraft equipment, and a craft class was conducted during the last day, instructing the home teachers in the making of the various articles.

Throughout the convention the Delta Gamma alumnae of Denver volunteered their time to serve the members as guides and chauffeurs and this service was greatly appreciated.

At the banquet Friday evening, Dr. Robert B. Irwin, executive director of the American Foundation for the Blind, presented Miss Blanche Lamb, home teacher, Utah Commission for the Blind, with a gift in recognition of her certification by the A. A. W. B. Guest speakers at the banquet were "Chuck" Collins, Denver radio entertainer, and Joseph F. Clunk, chief of services for the blind, Office of Vocational Rehabilitation, Washington, D. C.

Officers elected for the ensuing year are: president, Mrs. Juliet Bindt, home teacher, California State Library; vice-president, Murray B. Allen, executive secretary, Utah Commission for the Adult Blind; treasurer, Mrs. Tessie Jones, home teacher, Utah Commission for the Adult Blind; recording secretary, Malcolm Medler, home teacher, Oregon Commission for the Blind; corresponding secretary, Miss Uldine Gartin, instructor for the blind, Department of Public Assistance, Boise, Idaho.

APPOINTMENT

Mr. D. W. Overbeay has been appointed superintendent of the Iowa School for the Blind, succeeding Mr. Carl Gernetzky, who resigned in order to accept a position in the State Department.

Mr. Overbeay received his undergraduate training at Illinois College, in Jacksonville, was awarded an M.A. degree by the University of Illinois, and has done further graduate work at Columbia University. He taught for seven years at the Illinois School for the Blind, and has been principal of the Kansas School for the Blind for nine years.

He has been active in state teacher associations and in the American Association of Instructors of the Blind. During the past year he has been president of the Kansas City, Kansas, Lions Club.

It is indeed gratifying to have an experienced educator of the blind in charge of the excellent school in Vinton, and to see a good worker in our field advanced to this responsible position. His many friends wish him continued success and happiness.

COMPOSITION CONTEST WINNERS

The winners of the Fourth Annual National Composition Contest for Blind Composers were announced at the regular monthly meeting of The Braille Musical Club of Chicago, May 11. Due to the large number of entries and the high standard set by the previous contests, the judges—Irwin Fischer, Walter Flandorf and Max Sinzheimer, each an accomplished artist and composer—had a difficult time choosing the winners. Each of the compositions listed below was played on the piano by Velma Miles, a well-known Chicago musician, for the large audience of members and guests, who were enthusiastic in their praises of the beauty and quality of the numbers.

Part I. For Compositions in the Larger Forms

First Prize (the Richard Schmidt Memorial Prize), $100: "Quintet for Wind Instruments" by Carl Mathes, South Bend, Indiana

Second Price, $75: "Messages" (four voices, a capella) by John J. Duffy, Hartford, Connecticut

Third Prize, $50: "David, a Portrait" (for string orchestra, with violin and viola solos) by Robert Pruitt, Philadelphia, Pennsylvania

Fourth Prize, $25: "The Childhood of Jesus" (a song-cycle for voice, string quartet and flute) by Esther Davis Beadnell, Batavia, New York

Honorable Mention: "Toccata and Fugue" (for piano) by Carl Mathes

Part II. For Vocal Solos

First Prize, $50: "The Fiddler" by Carl Mathes

Second Prize, $35: "Faith" by Erik Frey, Chicago, Illinois

Third Prize, $20: "The Last Hour" by John J. Duffy

Fourth Prize, $12.50: "Our Garden Was Abloom" by Carl Mathes

Fifth Prize, $7.50: No winner

Part III. For Instrumental Solos

First Prize, $50: No winner

Second Prize, $35: "The Circus Clown" by Charles J. Beatz, Brooklyn, New York

Third Prize, $20: "Portrait of a Peasant" by Carl Mathes

Fourth Prize, $12.50: "V for Victory Suite" by John Marinuzzi, Long Island City, New York

Fifth Prize, $7.50: "Au Clair de la Lune" (for organ) by John J. Duffy

Please watch the leading braille magazines for the announcement of the Fifth Annual Composition Contest.

(Miss) Laura E. Anderson
Contest Chairman

TALKING BOOKS CATALOG

A new cumulative edition of the *Catalog of Talking Books for the Blind,* this one subtitled *1934-1948,* has been published by the Division for the Blind (of the Library of Congress). It runs to 188 pages and contains a total of 1,380 titles of works recorded for the blind from July 1934 to October 1, 1948.

This edition of the Library's periodic catalog of talking books is the first in which the titles are grouped by subjects, and listed in the order of the Dewey Decimal classification. A talking book catalog with subjects arranged in alphabetical order was published in 1945, and this was succeeded by supplements through 1946.

Annotations in the new edition indicate the subject matter of each book represented. Listings also include the imprint and give the date of recording and the names of readers. The catalog is solely for the use of blind readers and workers with the blind. Approximately 23,000 copies have been distributed.

Reprinted from the *Information Bulletin* of the Library of Congress.

THE SUGGESTION BOX

By the Technical Research Department

The Function of Gadgets. Now that this column has reached the end of its third year, perhaps the time has come for an over-all consideration of aims and opinions. There have been, from time to time, allusions to the use of the term "gadget," and on one occasion a reader sent in a very delightful poem in defense of the word.

The dictionary lists "device" as a synonym, but a lot of people feel that a better synonym would be "an essentially useless device," or even "a slightly silly device." If we accept either of these meanings, it will still have to be admitted that the individual point of view will determine what articles are gadgets and what really solve problems.

Many of the best cooks, for example, never use cookbooks. Long experience has taught them when a batter needs more milk or more flour. A recipe will call for so many eggs, but it is obvious that, for cake of a certain quality, that is a crude measurement, with eggs coming in so many different sizes. The best cooks adjust their other measurements to fit.

But no one starts out as a good cook. Even with the best cookbooks, beginners have their troubles. Many of the items carried by this department might be compared to recipes: they are invaluable for beginners and a hindrance to old-timers. Boon or nuisance depends on when and where.

For case workers particularly, it is important to remember that, for a newly blinded housewife, one of the first concerns is likely to be cooking. If she already has a gas stove, she begins to yearn for an electric range. She may fear matches. She may be afraid to even try lighting the burners. An early item in the catalog was the old-fashioned flint and steel gas stove lighter. And this has, time after time, overcome the hesitance of newly blinded people. Modern ranges, of course, have pilot lights, at least for the top burners; and, since the lighter won't work on ovens anyway, it certainly is a trifle for anyone with a modern range. In the case of old ranges, where it is almost impossible to keep the burners clean, the lighter is a tool which saves much hand-washing and vastly speeds up cooking.

Against Gadgets. The fewer special tools a man needs, the better off he is. It is always wiser to learn a technique to do a job than to buy a tool, unless the tool will pay for the space it takes up and its initial cost by a saving in time, perspiration or end results. That is why readers are urged to send in tips on how to do things and (since most of the suggestions cannot be published) to write in for tips on how to do any particular job.

On Music. For some reason (it may be the spring weather) there has lately been considerable agitation about music. This may also have been started by the notice of the Connie Anderson method for popular music notation. By a singular coincidence, however, a music teacher from California has submitted independently a course of music instruction which completely fits in with Mr. Anderson's system.

It has been pointed out by many blind people that the vast majority of performers who make a satisfactory living from their playing are in the popular field. It has been urged, therefore, that more emphasis be placed on the teaching of jazz and on publishing promptly at least the more successful popular tunes. Mr. Anderson's system would make this feasible, if enough people would learn to use it. The course which has been submitted proposes to teach, not only the use of the method, but the playing of popular music on the piano in fourteen lessons. Indeed, for those who will work hard enough, the course is said to teach playing "by ear" in the fourteen steps. A second course would enable the musician to begin making arrangements.

The Liessens Music Writer would then become a highly useful tool for a great many people who, perhaps, now do little with their music, and even for many who have never seriously thought about music. For with it the blind musician is freed from the need for a musical secretary. He can set down his own arrangements accurately and quickly. He can take a position on a really competitive level with other musicians in the popular field.

The people who have bought music writers so far have frequently been leaders of sighted orchestras. No doubt many others could take similar positions if they troubled to master the music writer. They needn't be leaders; any musician who can come up with good arrangements triples his worth to a band he works with.

No definite plans have yet been made to issue the fourteen-step music course in braille, although several blind people have taken it in California. If there is sufficient interest, however, a publisher can probably be found, and that in turn can lead to regular publication of popular music in the Anderson notation system.

Walter G. Holmes Fund. The proceeds of the Murrah Memorial Bond this month will be used to supply decks of the "Bicycle" bridge cards to applicants who are not in a position to purchase them. Since the fund provides for only twenty such gifts, it may be necessary to disappoint some applicants.

Discount Services. Many requests are received to secure appliances and tools at discount prices. The department is not properly set up to secure such discounts. In many cases the costs of shipping, etc., would all but eat up the discount. In addition, with many things, the danger of damage in shipping, or the difficulty of securing subsequent repairs, makes it seem unwise to attempt to handle them. In a few cases, it may be possible to refer people to wholesale houses which will entertain direct orders; but this applies only to a handful of major items which are expensive and yet can easily be shipped without special packing costs.

Improved Protractor. The original protractor which has long been in the catalog was not of sufficient size for anything approaching accuracy. It has now been replaced with a larger model, with a 3-inch radius, instead of the earlier 2-inch version. This doubles the spacing between the braille indications, so that interpolations will be accurate to within about a degree. The pointer may be locked in any position with a knurled nut. Single braille dots occur at each five degrees, double at each ten and triple at 45, 90, and 135 degrees. 50¢ postpaid.

Eight-Quart Pressure Cooker. With the canning season not too far off, a new flood of requests can be expected for larger pressure cookers. So far, it has not been possible to recommend any of the very large size because all depend on dial gauges which it has not been thought safe to attempt to modify. The Aluminum Goods Manufacturing Company, however, have brought out an 8-quart model similar to the Mirro-Matic Pressure Pan. This will hold four quart jars or seven pint jars. It has the same spout and weight as the Mirro-Matic 4-quart model, which it resembles in every way except size. . . . Postpaid—$14.75

Brailled Pinochle Cards. From time to time we have had requests for brailled pinochle cards. These are now available from this department. It is an all-plastic card (brand name, Livingston), brailled in the upper left and lower right corners. The cards are packed in a brown plastic box. . . . . . Postpaid—$2.25

OUTLOOK *for the* BLIND

and THE TEACHERS FORUM

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AMERICAN FOUNDATION FOR THE BLIND

MAGIC IN THE AIR

ROBERTA BISHOP FREUND

There is magic in the air over the school radio station in Newark. It's there for all the children in our schools, kindergarten through senior high school. A turn of the radio dial and the walls of the classroom fade as piano music floods the room; as General Wainwright's message from Corregidor is decoded; as Paul Bunyan strides across the United States; as the mayor reports on the state of the city. And radio is particularly magic to the members of the braille and sight conservation classes in our schools. Let me tell you a true story about the lower grades in these classes in the Newton Street school. It is a story that began one Friday afternoon last October and reached its climax one Wednesday afternoon in March.

It all began with the children's enthusiasm for the series, RIDE-THE-WIND, which was broadcast from WBGO, the Newark schools' radio station. The first broadcast made such a hit with the children that Miss Clara Taylor, head teacher of the braille and sight conservation classes in Newark, suggested that the group might be interested in using this radio series. Miss Margaret Potts, teacher of the primary pupils, consulted the manual and saw that it was a series about New Jersey Indians, a subject that is taught in the third grade in our schools. The radio programs were based on the book *Ride-the-Wind,* by Ethel Calbert Phillips.

The children asked so many questions that the need was felt for some study and activity about Indian life. This fitted in very nicely with the social studies program. The children's desire to make belts of beads and to model in clay—turtles (the symbol of the clan to which Ride-the-Wind belonged), bears, hatchets and an Indian village—was carried out under the guidance of the arts and crafts teacher, Mrs. Mildred Hodgens. Mrs. Hodgens brought to the class—seashells, twigs of trees which grew where the story

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Mrs. Roberta Bishop Freund is in charge of the programming division of radio station WBGO, Newark, N. J.

took place, nuts and berries like those Ride-the-Wind and his family ate. These the children learned about by handling. New Jersey Indian material, the kind the children could feel, was borrowed from the Newark Museum. The class also made a map of New Jersey. Each county was cut out of different colored paper and put together in such a way that the children's hands could "read" the map and they could tell just where in New Jersey the adventures of Ride-the-Wind took place.

The influence of the radio series did not end here. The music and physical education teachers became interested and, under their guidance, the class developed an Indian dance. Tom-toms were used throughout the series as "bridge" and "mood" music, and this inspired Indian music for the class rhythm band. Incidentally, the parents of one of the children gave the money for the purchase of the instruments used by the band.

The children were carrying on these activities while listening each week to the broadcast of RIDE-THE-WIND. The day of the last broadcast came. Ride-the-Wind shook hands with the Being-in-Red who had come in the Boat-with-Wings; he chanted his last chant. There was a sigh, a general movement of relaxation and then the announcer came on. But what was he saying? Listen:

> "And so the adventures of RIDE-THE-WIND come to a close. But before we leave, I have a special message from both Ride-the-Wind and Little-Red-Feather to their friends in Miss Potts' class at Newton Street school. They asked me to say a special goodbye to all of you boys and girls who have listened to the story of RIDE-THE-WIND."

There was silence; then, "That's us! He spoke to us! Right out of the air, he spoke to us!"

Yes, there is magic in the air.

But the story does not end here. It is the firm belief of Dr. Elizabeth Kelly, Director of Special Education in Newark, that handicapped children should lead as active and normal a school life as possible. The braille and sight conservation classes at Newton Street are a real part of the school and once a year they put on an auditorium program for the school, as do the other classes. This year the program was in March and it, too, was an outgrowth of the RIDE-THE-WIND radio series. Again the primary children worked with the assistance of the teachers and the result of their efforts was a RIDE-THE-WIND puppet show. The children planned the scenes and wrote the speeches with Miss Potts' aid. Mrs. Hodgens helped them make the puppets and the stage. Appropriate music was supplied by the music teacher and the puppets were worked by the children themselves. After the show, tea was served to parents and guests, and another afternoon of magic and happiness was enjoyed by the friends of Ride-the-Wind. The show aroused so much interest and enthusiasm that it had to be repeated in order that the pupils who could not find room in the auditorium the first time could enjoy it. It served to emphasize in the minds of the other pupils the fact that these little blind children had like abilities and interests with them—a fitting result not only of the puppet show but of the radio program as well.

The first two pages of the *Outlook* had been reserved for a greeting from Mr. Robert Barnett, the new executive director of the Foundation, but he has asked to have this postponed until the November issue, when his photograph will appear as the frontispiece.

No doubt most of you have heard of the death of Dr. Olin H. Burritt, who was for many years principal of the Pennsylvania Institution for the Instruction of the Blind. An obituary of Dr. Burritt will appear in our next issue.

BLINDNESS AND TRAVEL

ARNOLD AUCH

Introduction

Several summers ago while I was visiting my uncle's farm, my aunt asked me how I managed to move about the yard with such ease. After some thought, I answered by saying, "I walk with my head as well as with my feet". Perhaps my aunt did not get the full meaning of my reply, for she responded by saying how wonderful it was for a blind boy to get about so well. From the tone of her voice I sensed that she regarded the apparent ease of mobility as divinely inspired or that I did it by some magic, foolproof method. My aunt had forgotten, as so many people do, that I still retain a visual mental picture of the farmyard which I obtained through normal perception while I still could see. The house occupied the northwest corner of the rectangular yard, with the machine shed and hoghouse completing the western border; the dairy barn, henhouse, and garage formed the eastern border. Furthermore, beaten paths connected the buildings. Through auditory stimuli and judgment of distances, I was able to go from building to building, missing most of the obstacles by mere chance, auditory cues, smell, and interpretation of the contour of the ground. Blind people have, and expect to receive, scars which attest to the fact that not all obstacles are avoided. There is no magic method which the blind employ in guiding them in their travel. The alertness of the mind to analyze and interpret the signals obtained through the remaining senses and the desire to be independent from others: these are the factors that guide the blind in their travel. In order to comprehend more completely blindness and travel, we may well consider this paragraph from C. E. Buell. (2) "No one has ever been able to find a completely satisfactory substitute for sight. A cane, a dog guide, or a human guide, or no aid other than a well developed interpretation of sound and general alertness to environment; each has its own limitations."

Lowenfeld (23) claims that the handicap of blindness restricts the individual in three basic ways:

(1) in the range and variety of *concepts;*
(2) in the ability to get about
(3) in the control of the environment.

In order to understand blindness and travel, we must consider the problems which the individual without sight encounters. Undoubtedly, these differ with the environment of the person. The following is a list of problems which the majority of the blind meet and must try to solve in order to become mobile and normal members of seeing society.

1. Following an obstruction line such as the wall of a building, low terrace walls, fences of all kinds, hedges. 2. Walking in a straight line. 3. Detection of obstacles that extend from the ground up, and those that are suspended from above. 4. Finding objects of curiosity. 5. Finding check points. 6. Reaction

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This article will be concluded and the bibliography will be appended in the November issue of the *Outlook*.

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to noise. 7. Finding objects of curiosity. 8. Detection of sudden drop-offs. 9. Traveling in snow.

In this paper, the writer's aims are to discuss these problems and consider how the blind may solve them, partially or completely. The problems are approached with attention to five different possible solutions. These are: no aid other than a well-developed interpretation of sound and a general alertness to environment, a cane, a dog guide, a human guide, and mechanical guidance devices. Much can be said about each.

Part I

Interpretation of sound and alertness to environment

It must be remembered that the blind as a group are alike only in respect to the nature of their handicap. The loss of sight may be due to disease or accident; in many cases the absence of sight is congenital.

Some blind people have additional handicaps, such as being partially crippled, or suffering a loss of hearing or of touch. Some are afflicted with a combination of such handicaps. Furthermore, the blind differ, as do the sighted, in intelligence, natural aptitudes, achievement, personality traits, environmental background, education, and the desire to get ahead. It is difficult to determine which of these factors accounts for the ability, or inability of the blind to be mobile. It seems reasonable to assume that each of these factors has some influence on the topic at hand.

The subject of blindness and travel has aroused much interesting discussion. Some of this is purely speculative; a considerable amount of it is erroneous. Contrary to popular belief, the remaining senses left to the person without sight do not automatically become keener. (17) By attention and through learning by association, the senses are educated, or in other words, fuller use is made by the blind person of the remaining senses. There is little or no scientific evidence to support the existence of a special obstacle-perception sense. (17) The theory that obstacle perception is merely the combined result of sound, touch, smell and atmospheric conditions seems to stand the test of reason. If this were not so, strong wind, loud noise, and snow would have little adverse effect upon obstacle perception. Hearing seems to be the most important factor, along with attention.* Again, if this were not so, deaf-blind individuals could get about with the same degree of ease as those who merely lack vision. If an obstacle-perception sense did actually exist as such, travel for a blind person would be relatively easy. The individual would only have to guard against wandering from the path and stepping off into space, and find entrances. Dolanski, quoted by Hayes, (17) claims that the stimulation that a visually handicapped person experiences about the face and forehead when approaching an obstacle, is merely a psychological reaction to fear—such as goose-flesh or the bristling of hair. It must be pointed out that the same stimulation occurs when the person believes that he is approaching an obstacle when he is not really doing so. On the other hand, the stimulation is not present when the person is not attentive while walking, and he will collide with objects. It seems reasonable to assume that attention to an interpretation of cues is the primary factor in one's ability to avoid obstacles. Along with these qualities, the value of muscular reflex action must be mentioned. (18) The more relaxed a person is, the easier it is to avoid objects when walking. He is not only able to stop more quickly while relaxed, thus avoiding collision completely; but, also, he is able to diminish the full impact of the blow, just as an athlete guards himself against injuries. A blind person may pull in or throw forward the shoulder to get it out of the way of an obstacle that is jutting from the side in front of him. Or, he may deliberately take the unavoidable blow on the shoulder rather than get hit in the face. Furthermore, he learns through experience that he can "roll with the blow" to lessen possible damage.

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* Editor's note. The author seems to have overlooked the rather conclusive study by Supa, Cotzin and Dallenbach, "Facial Vision: the Perception of Obstacles by the Blind," in the April 1944 issue of the American Journal of Psychology. This was reviewed by Dr. Berthold Lowenfeld in the December 1944 issue of the *Outlook*.

When walking alone without artificial aids, the freedom or awkwardness of movement on the part of the blind person depends largely on whether or not he knows the physical surroundings of the locale. If he is familiar with the area, he may walk with comparative ease. True, he will wander from side to side, but his steps will not be hesitant. He has a mental map of the area, as it appears to him. His hearing, touch, smell and muscular memory all give aid. Trees, buildings, poles and the condition of the path, such as depressions and rises, act as signposts. The sun and wind aid him in keeping in the right direction. If he loses his way, he asks. He requires assistance for the most part when crossing a busy street, or while boarding some public conveyance. Strong winds, loud noises, or a cover of snow, make it difficult for him. He is then in a position similar to that of one who does not know the neighborhood. Only touch as it comes to him through the soles of his feet is unimpaired. So-called "blindisms" such as shuffling the feet or extending the arm in front will appear. A fresh snowfall is perhaps the most difficult obstacle to overcome. For then, everything is blotted out, and he no longer feels the cues. The snow also seems to absorb sounds so vital for a blind person.

In an unfamiliar situation, the visually handicapped person is almost helpless. His progress is slow; his steps are hesitant. He still has the same aids, but the interpretations which he may give to the stimuli may be inaccurate. He does not know when he may step into an open manhole or down a stairway. Even familiar curbs become troublesome although he may know when he is approaching one by the usual down grade. When a blind person finds himself in such a situation he usually asks for help. Or, he may decide to find his own way if circumstances permit. He may follow along behind someone until he arrives at a recognizable place.

When one visits a residential school for the blind, and observes the movements of the students, one soon realizes that the ability to get about even in a familiar environment varies with different individuals. Some move about freely, relaxed. Others grope along, hesitating at frequent intervals. The observer may wonder why this is true. There are many factors that must be considered in order to give an accurate answer. Each blind person has his own particular problems. General physical fitness, hearing, sense of balance, whether or not blindness is congenital, previous training, mental attitude toward travel, muscular coordination, and the level of intelligence—all seem to have some influence on the mobility of the visually handicapped. It is difficult to ascertain which of these is of the greatest importance. It seems reasonable to assume that hearing or the lack of it plays a leading role. The absence of hearing leaves the blind person with two major handicaps. He must depend almost completely on tactile and olfactory sensations. From personal observations, it seems that the deaf-blind seldom travel without an attendant. On the other hand, hearing may be perfect, but some additional physical defect or merely poor health may leave the blind person comparatively inactive.

A blind person may have everything in his favor necessary for mobility except the readiness. As in all learning, motivation is essential. Until the desire for travel arises within the individual, whether it be economic or social, the visually handicapped person will be satisfied with his inactive status. Parents and friends of a blind person can be of inestimable help by encouraging him to be independent. Until confidence is instilled within the individual, he will be perfectly willing to accept others as crutches to lean on. And the chances are that he will never get a positive mental attitude toward travel. As Miller (25) says, "We are as we think, and the blind person who would travel alone or independently must begin his journey within the boundary of his own mind."

Part II

Travel and the Cane

Man in his evolutionary development is constantly waging a battle to control to a certain extent his environment. Through his reasoning power he has been able to supplement his inadequacy by utilizing nature's gifts. So often in our literature, we see the blind man pictured with a dog, an alms cup, and a stick. The stick or the cane is the traditional standard equipment in the blind man's attempt to control his environment where physical locomotion is concerned. Although technical guidance devices are being tried out, the present-day emphasis is on the development of better techniques in the use of the old standby equipment.

World War II gave impetus to the development and teaching of techniques in handling a cane to its fullest. It was soon apparent that if the blinded soldiers were to become useful members of their communities, a retraining program would have to be set up. An important phase of that program was the training given in travel. This training was considered so essential for readjustment that it was given while the servicemen were still convalescing at either Valley Forge General or Letterman General Hospital and continued when they were released to Old Farms Convalescent Hospital, Avon, Connecticut. R. E. Hoover was in charge of the reconditioning physical program at Valley Forge General Hospital. Mr. Hoover's techniques will be described in detail in this paper.

In all the literature, the term "foot-travel" is only one phase of the reorientation process. In learning it, the individual masters a type of navigation without the aid of or with only limited aid from sight. (30) Foot-travel by sound, and touch, and other senses is not a natural gift: it must be learned if it is to be mastered. It has been taught with good results to blind servicemen and to students in residential schools. The primary purposes in teaching it are: (a) to enable the blind to travel on foot without aid in a familiar environment; (b) to give the blind person a system of learning his way about in an unfamiliar environment with a minimum of help.

The instructor must treat his student as a person who merely cannot see. He keeps the student from forming bad habits, and lets him benefit by the mistakes of other blind people. The instructor must have a really basic knowledge of what he is trying to teach. He must know how the blind person uses the skill after it has been mastered; he must know what aids the blind person uses; he must know how fully the aids can be used. The natural aids that a non-seeing person uses are: aural, tactile, olfactory, and kinesthetic sensations, together with the so-called "obstacle perception", which seems to be a combination of the other four.

According to Mr. Hoover (18) both men and women were employed as instructors in the foot-travel training program at Valley Forge General Hospital. In civilian life, these instructors had been farmers, truck drivers, insurance salesmen, professional men, and golf players. Each was encouraged to use his own methods in teaching his pupils the new skill.

In teaching foot-travel, the instructor follows the steps of any learning situation. He must find out what the pupil knows; then, he must get him ready for what is to be taught. After the student shows readiness for the new learning process, the instructor presents the subject to be learned. The next step is drill, in order to fixate the learning. To find out whether the skill has been mastered, the instructor tests.

If the instructor is to have his subject well in mind, he must think continuously in terms of the natural aids and how they are used by the non-seeing pupil. The instructor must thoroughly know the route of travel which he is trying to teach to the pupil. He must be able to catalog those points along the route which might present trouble to the trainee. Then he must be able to show the pupil how those very hazards may be used as landmarks along the way.

The instructor would do well to keep in mind Woodworth's rules, which may be found in his *Practical Psychology*. Briefly stated they are: 1. A method makes learning easier. 2. Practice makes perfect only when the learner concentrates all his effort and attention on the learning. 3. Practice makes perfect only when the learner knows what he must do to improve. 4. Practice makes perfect only when the learner has some idea of how well he is getting along. 5. Practice makes perfect only when the learner is trying to improve.

The training program for instructors (18) consisted of ninety-eight hours of lectures, demonstrations, performance, and practical experience. It was broken up into: travel, special methods, demonstrations, sports, background lectures, discussion, detail duty, and tests. Every week refresher periods were held on important phases. The instructor trainee took the travel instruction while blindfolded. It was believed that this made him more aware of the problems that the blind person encounters.

The route of a training course should be laid out according to definite principles. It should start with an immediate environment such as the ward in the hospital or, when the pupil is not a veteran, with a known neighborhood. Each unit of teaching should be planned to cover one phase of sense training. Each unit of the course should point to an objective which the pupil wishes to reach.

When a blind serviceman at Valley Forge General Hospital started the foot-travel course, the cane was not used until the pupil was ready for the seventh lesson. The purpose of this was to avoid overdependence on the part of the trainee on the cane, and to prove to the pupil how comparatively easy it was for him to travel without sight. (19) The first phase of the training consisted of twenty-two lessons, all within the hospital. When the trainee successfully passed this part, he was given a furlough. The course started in the ward. Easily accessible objects were available. The men were naturally interested to find their way to the dining-room, the latrine, the recreation room, PX, etc.

As was stated above, the first six lessons were without the cane. To prevent groping and other blindisms on the part of the trainee, the pupil was instructed to form a bumper with his arm, either left or right. The arm was extended forward from the shoulder; the forearm parallel to the floor and at right angles to the elbow. Clunk (6) suggests that it would be less conspicuous if the arm is at the side with the forearm across the waist. Thus, the arm would still be between the body and the object. Neither style gives complete protection from objects, especially those suspended from above.

The cane is introduced in the seventh lesson. It is used primarily as a bumper; secondarily as a probe. It is also valuable as a support when loss of balance occurs, or while standing on a moving transportation conveyance. The length, the type of construction, and the material out of which the cane is made depend on the individual. A woman, for example, may use a collapsible cane so that she may put it into her purse when she isn't using it. The cane should be long enough so that it extends halfway up the forearm. The American Foundation for the Blind, in one of its price lists, has five kinds of metal canes varying from a straight shank to a collapsible, lock-open, metal cane with a crook.

In order to get the most benefit from a cane, the user should employ special techniques in handling it. The techniques vary according to the specific travel situation. At Valley Forge General Hospital a cane of any construction was used; for the only requirement was that it be long enough to serve the trainee. The pupil was instructed to grasp the cane just below the crook. Either hand was used. The cane was held with the crook outward to protect the hand from sharp corners or hot steam pipes. The hand holding the cane was extended outward from the hips, thus projecting the cane outward and downward diagonally across the body to a few inches from the floor. When held in the prescribed way, the tip of the cane is about a step in front of either the right or the left foot, depending, of course, on which hand it is held in. This does not prevent the user from collision with either suspended or very low objects. It must be remembered that the cane supplements the natural aids. The technique just described is for indoor travel.

For travel out of doors, the cane is used differently. The servicemen were instructed to have the arm at rest with the elbow on the iliac crest. If there was a crook in the cane, it was held downward in the center and up close to the body. The thumb and forefinger were used to guide the cane, the tip of which touched the ground lightly in front of the foot to be brought forward. The wrist action pivoted it in an arch directly ahead of the traveler. This rhythmic motion assured an unobstructed place to step, and, also, warned the individual against any unexpected drop-off. Furthermore, it kept the traveler from wandering off the path. When crossing an intersection, the pupil used the technique employed in indoor travel. Of course, enough time was allowed in order that traffic lights could be judged. The speed was increased to shorten the crossing. When the tip struck the opposite curb, the curb was measured but the diagonal position of the cane was maintained to guard against mail boxes, poles, etc. After the pupil had ascended the curb, the same rhythmic motion was resumed again.

As a result of the success of the foot-travel training program at Valley Forge General Hospital, several residential schools for the blind initiated similar courses. The course at the Maryland School for the Blind has received most recognition, since Mr. Hoover was engaged as instructor after his work with the war blinded was over. Ave-Lallemant (1) claims that, although the number of blind students enrolled in residential schools that would benefit from such a program is small, nevertheless, the residential schools are responsible for such training since education means the development of the whole pupil, and since freedom of movement on the part of the blind and the development of a positive personality seem to be closely connected.

Buell (2) suggests that physical education instructors would probably be the best qualified to teach such a course. But Buell (2) and Andrews (29) both point out the dangers that might arise from having unqualified teachers. The public is always ready to condemn the overall value of any good things on the basis of a single failure.

It is interesting to note (29) the negative attitude that residential schools held toward foot-travel training prior to training. Perhaps the lack of demand for such courses on the part of the students themselves is largely responsible for the slowness of residential schools in organizing such programs or courses. The students argue that using a cane would mark them as blind. This seems foolish to the writer, since the public can, in the majority of cases, recognize an individual without sight. The inability of a blind person to get about without some aid emphasizes to the public the helplessness of the blind, and the unwanted pity on the part of the public toward the sightless is lavished all the more. This pity would be less if people saw that the blind are not so helpless after all.

WORK OPPORTUNITIES FOR THE DEAF-BLIND

DOROTHY BRYAN

IF WE ARE TO BE SUCCESSFUL in working with any group of people, we must first understand them as a group, and also as individuals. We and they must face squarely their limitations, take stock of their assets, and then plan accordingly.

We know that the deaf-blind have a greater barrier to work opportunities than the blind, the deaf, or any other group, but we know, too, that there are many avenues open to them.

The individual worker dealing with the deaf-blind must realize this before he can be of any help. For many, many years we fought for recognition of the ability of the blind. This recognition is still far from universal but the attitude has improved through the diligent effort of the blind and those in work for the blind. This same effort needs to be expended for the deaf-blind. Of course, just as with the blind, there will be many incapable of work, but we must not lose sight of the others who can carry on various kinds of work successfully. We must double our efforts for this doubly-handicapped group, members of which often have far more ability than disability.

Clarification of what is meant by the deaf-blind is needed. When this program was initiated, it was immediately necessary to establish a definition of deaf-blindness. Realizing that in many cases the hearing loss would be progressive, knowing that the earlier you begin work on a problem the easier it is to meet it, and feeling that often the person with a severe hearing loss was in need of help almost as much as the one with no hearing at all, it was decided that the hearing loss should be considered in the same manner as the visual one in the definition of blindness. Therefore, we say that any person falling within the commonly accepted definition of blindness, who has a hearing loss sufficiently great to bar him from normal activity, will be called deaf-blind under this program. With such a definition the program, except for the awkwardness of it, should be called Services for the Deaf- and Severely Hard-of-Hearing Blind.

Psychology emphasizes the fact that people differ from one another—no two people react in exactly the same manner or are identical in learning ability and in flexibility. This must be considered in dealing with the deaf-blind. We must bear in mind when the individual lost his sight and hearing, what education he may have had before and since, what his work experience was before and since, his living situation, and other factors, such as mental and physical aptitude and general health. Miss Hill of the American Hearing Society has said: "Most hearing youths are constantly acquiring a broad background of knowledge of the world of work. This is a decided asset when they come to make their choices of vocations. In contrast, deaf children do not hear such discussions, and because of their limited experiences, they

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usually acquire only meagre information about various vocations."

Many of the deaf-blind grew up as deaf children so that this applies directly to them. Even those who lost their hearing later in life are barred from full information through their inability to keep abreast of the times and hear of the new fields of endeavor.

Just as some do not see the forest for the trees, it is easy to fail to sense the deaf-blind person's ability because we allow his disability to loom so large in the picture that we take a defeatist attitude toward his chances for employment. This approach, plus ignorance of deaf-blindness, has barred many a capable person from his rightful opportunity.

By devoting full time to placement and employment, a person may become an expert in this phase of work, but he must take care not to lose sight of the individual and his overall needs. Not everyone is qualified for this work. To succeed, the individual must have at his finger tips a vast store of information about job analysis, working conditions, hazards in the particular job, special abilities needed for it, etc. He must be able to evaluate, see both sides of the question—that of the employer as well as the employee—and be able to work out an adjustment to the problems arising from the disability or disabilities of the prospective employee. He must be conscious of the need to choose wisely and reduce the possibility of failure once the placement has been made. He must recognize the often dire results of failure, not only to the individual, but to the fellow members of his group. He must be sure to remember that the person with whom he is working has an individuality of his own, is not just a member of a group—that he isn't necessarily emotionally unstable, stubborn, or some such, simply because some other deaf-blind person is.

We are all working toward the same goal —that of helping the individual to help himself so that he can lead a life as nearly as possible like the one he would have had with sight and hearing.

No one part of the program of work for the blind can carry the full load. It is easy to become so immersed in our own particullar phase of this work that we fail to consider what those in the other parts of the program are doing. If we discuss and plan with others, we lessen the burden for all, prevent conflicts in planning, reduce overlapping, and reach the goal quicker.

When there is a competent home teaching service there should be little need for the pre-vocational training carried on under Vocational Rehabilitation for the Blind. The home teacher should enter the picture first to help the individual adjust to his problems, to start him on his new way of life, and to develop in him techniques and abilities which will later be put to wider use in training for employment, and then on the job itself. When he has reached a certain stage of independence and the home teacher realizes from her knowledge of him that he has potentialities for employment, she should then refer him to Vocational Rehabilitation, taking care to pass on the information she has acquired. The successful Vocational Rehabilitation worker will carry on from there, but in many instances the two will work together through the beginning stages of this new step for the client. Often before the client is ready for referral, the home teacher will discuss his case with the rehabilitation worker so that she can plan toward a specific objective. She must always bear in mind that the employable client must prepare to make himself more skilled at his job than his fellow workers, that he must learn to work harmoniously with others, and be able to adapt his methods to the routine of his place of employment. If she can help him acquire these attitudes and this insight which will compensate to a great extent for his inabilities, the work of the Vocational Rehabilitiation service will be made far easier.

Many of the workshops for the blind felt that training and employment was impossible for the deaf-blind. However, certain ones have for many years employed deaf-blind individuals, and the Industrial Home for the Blind in Brooklyn which has been employing them for almost thirty years, has developed a deaf-blind department and proved beyond doubt the ability of these people to master and carry on almost all the operations performed by the blind. Experience has shown that if there is a breakdown in work, it is usually due either to their failure to explain clearly, or the deaf-blind person's in making himself understood. This, among other things, has led them to feel that good supervision is essential for real success.

To assist workshops and to encourage employment of the deaf-blind in their own communities, the American Foundation for the Blind has offered to pay for the training of supervisors from these places, if they will employ deaf-blind people, or bring them in for periods of training. The Industrial Home for the Blind has agreed to carry on this training program and those taking advantage of such an offer will be fortunate to learn about the outstanding work done there.

Many deaf-blind persons will be able to take employment in industry or start businesses of their own. This search for employment is no simple task, but we know that it *is* possible, for it has been done in many places. We feel strongly that if the resources of the community are well known, there will be a place for the competent deaf-blind individual.

Transportation is a factor which must be given more consideration in the case of the deaf-blind than in that of the blind. While we feel that the deaf-blind should be taught foot-travel, we always want to stress the fact that it must be used with caution and that this teaching should be accompanied by detailed explanation as to the hazards of an attempted over amount of independence in this area.

Workers with the deaf have been known to say that there is no need for a list of occupations for the deaf, since these people will be found in nearly every type of employment. Lists often tend to restrict our thinking of possibilities. Let us, therefore, strive to consider larger groupings of job possibilities and remember that the few specific jobs mentioned are used merely as examples.

Assembly and inspection work in factories open up many possibilities. For example, nuts, bolts, locks, boxes, cards and innumerable other articles can be assembled. Shoes, auto and machinery parts, and any items inspected by touch can be managed by the deaf-blind. The folding of boxes, the packing of candy, cards, novelties, etc., offer other opportunities. In connection with wholesale jewelry manufacturing there are such jobs as sorting beads, stringing them, gluing stones in pins and ear rings, and boxing the finished product. These people can build and repair crates and do certain kinds of packing of heavy articles, as well as small ones. In garment factories they can do pressing and preparing for cutting, stitching, turning of collars, ties, etc.

Many of the enterprising deaf-blind have worked out independent businesses for themselves. One man owns a number of cottages at a lake resort. He has built most of them himself, wired them all and keeps them in repair. In addition to this, he owns boats and motors for them, which he rents to vacationers. Another has a gift shop in which he sells many articles of his own making, as well as others which he stocks to add variety to the available merchandise. Another who learned broom and brush making in a workshop for the blind, now has his own brush business and employs a number of people in it. Some have poultry farms or rabbitries.

The mail order business presents another possibility and there are, of course, authors and even a few composers who have been musicians and still have a little remaining hearing. Still others with the help of modern washing machines and ironers have established successful home laundries. These have proved particularly successful in small towns with little regular laundry service.

In this grouping of private businesses, housekeeping should also be included. Many of the deaf-blind women manage their own homes, do all the work involved, and care for their children very successfully.

Besides the possibilities open in industry and private business, there are opportunities for employment as tasters (coffee, tea, etc.), salesmen, janitors, dishwashers, laundry workers, domestic workers, and a variety of unusual jobs. Some of the deaf-blind are employed packing coffee, weighing bags of laundry, ironing hospital gowns and other hospital articles, greasing pans in a bakery, and one has obtained a pillow checking concession at the bus terminal in his town.

So far we have considered only the employable deaf-blind. There is another group that may not be able to go forth to work but that can manage home industry quite successfully. Naturally, these people can do almost exactly the same things as are designed for the blind in home industry. For example: rubber mat making, weaving, assembly work, metal craft, leathercraft, small woodworking, towel hemming, crocheting and knitting. Home industry appears to have presented one of the greatest problems in work for the blind. Not only must the client be taught how to make the needed article, but he must also learn to do it in a uniform manner and be checked to be sure it is kept up to standard. Marketing is a most difficult problem and unless the worker can arrange this, the whole procedure is, as a rule, hopeless for the deaf-blind. They have far fewer opportunities for marketing their products than do the blind. Fortunately, the present trend is toward a more organized home industry program and this need is being recognized for the blind as well as the deaf-blind.

Although it requires more time and patience to train a deaf-blind person, due to the communication problem, it has been found that usually their powers of concentration are greater than those of others, and their eagerness and desire for accomplishment are so strong that there is real pleasure in working with them, and a very deep satisfaction in seeing their progress and eventual success.

CHRISTMAS CARD BULLETIN

Following is the 1949 list of Christmas and all-occasion boxed card assortments. We have received special prices on all of these boxes, which include transportation charges prepaid as follows:

Feature 21 Assortment	$ .45
Religious Assortment	.45
Golden Etchtone Assortment	.45
Currier & Ives Assortment	.45
Suede-Tone Assortment	.45
Christmas Carols Assortment	.45
On-Stage Assortment	.45
Madonna Assortment	.45
2-in-1 Humor & Charm Assortment	.45
All-Occasion Address Book	.55
All-Occasion Date Book	.55
Christmas Wrappings Ensemble	.55
Jack Frost Assortment	.65

It will be necessary that you order a minimum of twenty boxes. They need not all be of the same selection, but the total must be at least that number. Send your orders to National Industries for the Blind, accompanied by money order or check, made out to National Industries for the Blind.

This year we have made an arrangement with another supplier for one special box of plastic cards known as *Kris Kringles.* The price is 49¢ per box, transportation charges prepaid. The minimum amount that can be ordered is five boxes. You will note that they sell for $1.25 per box. Therefore, you should make a good profit with this selection.

C. C. Kleber

THE OXFORD CONFERENCE

Many factors contributed to make the International Conference on "The Place of the Blind in the Modern World" (held at Oxford from August 3 to 13) a memorable event. It met in the perfect weather characteristic of the past summer, with blue skies by day, and, as an unexpected delight, a full moon in cloudless skies, over Oxford spires by night. It was held in the dignified grey stone buildings of Merton College, Oxford's oldest foundation, and, if atmosphere counts for anything, the decisions reached in the great hall of the college should surely have caught something of the garnered wisdom of five centuries. Certainly the unrelenting hard oaken forms on which the delegates sat would have allowed no one to snatch a doze on the drowsiest summer afternoon, even if the reading of papers had been allowed; but in this respect the conference had risked a departure from the usual procedure, and there were no papers and no set speeches. The delegates met to confer—and conferred. In setting out the factors which made for the success of the conference, probably two are outstanding. The first is that those who were invited were full-time workers in the field in their own countries, persons who knew at first hand how legislation affected the blind, because they administered that legislation, and so came to day-to-day grips with the problems of blind welfare. Secondly, the majority of the delegates were themselves blind men, ready to work side by side with the seeing in the solution of their difficulties, but knowing what those difficulties were in a personal and intimate way. Over and over again at the conference the point was emphasised that, "in the modern world," the blind man or woman is conscious of having a place to fill, and a contribution to make to society. Those who know, in their own persons, how the handicap of blindness can be overcome, are the fittest judges of what can reasonably be expected of the adjusted and trained blind person.

The small organising committee of the conference, consisting of officials of the American Foundation for Overseas Blind and of the National Institute for the Blind (the organisations sponsoring the undertaking) had, several months before the conference, drawn up a comprehensive questionnaire, making enquiries as to the existing arrangements for the welfare of the blind in each participating country, and had circulated it to all the delegates invited. It dealt with such matters as registration, rehabilitation, training, employment, economic provision, Homes and the care of the blind in their own homes. From sixteen European countries, as well as from the United States, Britain and Canada, delegates had sent fully documented information. It was a matter of regret that Russia, Bulgaria and Yugo-Slavia did not send representatives to the conference, and that, unfortunately, the delegates from Spain and Hungary were unavoidably prevented from attending at the last moment.

The replies received were carefully sifted, and from them a report was drawn up and circulated in English and French inkprint and braille to all delegates, in order that each member present might have at his elbow, during the proceedings, an outline of the services existing in countries other than his own.

Prior to the conference, the organising committee had prepared eight draft resolutions to form the basis of "A Minimum Programme of Blind Welfare," dealing in turn with the matters covered in the questionnaire, and these resolutions were, session by session, presented to the assembled delegates for their consideration. A delegate, known to be a person having special interest in the matter under consideration, was invited by Dr. Robert Irwin, chairman of the conference, to propose the resolution, and to commend it briefly to those present. After a seconder had been found, the conference proceeded to open discussion, a time limit being imposed, in order that everyone who had a contribution to make should be given an opportunity to speak. Such informality had an excellent effect, in that it enabled the "backroom boys" who are often too modest to make set speeches, to take an equal part with more practised speakers. Throughout the conference there was a remarkable sense of universally-shared responsibility, every delegate having a contribution to make and a part to play; as in the ideal State, every man "counted for one, and nobody for more than one."

The proceedings, however, although informal, were business-like, and the delegates were aware of the art that conceals art in the conduct of the chair. No more genial or understanding a chairman could have been found than Dr. Robert Irwin, but he held the conference in the hollow of a velvet-gloved hand throughout all its deliberations. He encouraged the shy, and—very gently—reproached the wayward, and under his control members got through all the business with expedition, and yet remained completely good-tempered and happy to the end. National differences were not studiously ignored, but quite casually forgotten; it really did not matter to the conference if a newly-blind man were Dutch or French or German or Polish—his need for rehabilitation was the same under any flag, and everyone was concerned that it should be provided for him.

At the close of each session, when the original resolution had been approved in principle by the conference, the chairman nominated a drafting committee, which got to work upon it, and endeavoured so to redraft it as to meet all valid criticisms or objections. Care was obviously taken by the chairman that this drafting committee should not consist wholly of "yes-men," as over and over again the sternest critics of the original resolution were invited to serve on the drafting committee, where they had every opportunity of voicing their dissent (or maybe sometimes of getting prejudices out of their system) and of influencing their fellow members to make modifications in the original draft.

Finally, the revised resolutions were again brought before the conference at its final sitting, and were—either unaltered or with minor changes—unanimously adopted, or adopted without dissent. That such a result was attained, was evidence that the drafting committees, which often sat for many hours, had done their work well.

When a conference runs smoothly, one is apt to forget that such smoothness is not a matter of happy accident. Hard work was done over many months behind the scenes, and the conference owes much to its organising committee, and especially to Dr. Irwin as chairman, to M. Georges Raverat as vice-chairman, and to Mr. W. McG. Eagar as secretary. Even the mechanics of assembling a large body of people together is no light task in a postwar world of passports, currency regulations, travel permits, visas, identity cards and ration books.

A conference in so lovely a setting as Oxford would not have been complete without some opportunities for relaxation, and these were generously provided. Conducted tours of the Colleges, a garden party in the beautiful grounds of St. John's College (by arrangement with the National Federation of the Blind and the Oxford Society for the

Blind), a river trip to Abingdon (yes, it did rain once this summer), and a visit to "Henry VIII" at Stratford-on-Avon, were all delightful occasions.

The resolutions which form the "Minimum Programme" are set out below, and although in Britain many of the objectives have already been achieved, this country is one of a fortunate minority. In many European countries, the condition of the blind is at least half a century behind that obtaining here, and in some others, where a sound system of blind welfare had been built up prior to 1939, the effect of the war proved disastrous and much ground was lost—schools and institutions have been destroyed, their personnel scattered, and many of the blind population of all ages dispersed.

To workers in countries such as these, the conference brought a hope of better time to come in two ways: The Minimum Programme has provided them with a concrete ideal towards which they can urge their respective governments to work. In this connection, the presence at the conference of representatives of UNO and UNESCO (the latter represented by that well-known and experienced worker for the blind, Sir Clutha Mackenzie) and their sympathetic interest in the proceedings were keenly appreciated. Secondly, the conference at its final session agreed to examine the possibility of setting up a permanent international body to further the work initiated at Oxford, and there seems every reason to think that such a body will be established in the near future.

FINAL RESOLUTIONS CONSTITUTING MINIMUM PROGRAMME

I. *Registration*

In every country the law should provide:

1. A definition of blindness to include both the totally blind and all other persons suffering from such defect of vision that they also require special education or special assistance to save them from destitution and to enable them to share in the economic and cultural life of the nation;

2. The establishment and maintenance of an active register of all such persons.

Further, the importance of establishing a standard international definition of blindness should be urged on competent authorities with international scope.

II. *Responsibility for the Blind*

Basic responsibility for the welfare of the blind and for prevention of blindness should be accepted by national governments and should extend to all territories under their jurisdiction. Every encouragement should, however, be given to properly constituted private organisations of and for the blind, which should be entrusted with such functions as they can effectively perform. Close and confident co-operation should be established between them and public authorities—national, regional or local—and full opportunity should at all times be given to the blind themselves to express their views and wishes. Blind persons with the necessary qualifications should wherever possible be employed in all services for the blind.

III. *Rehabilitation and Training*

The primary objective of the general plan for enabling blind men and women to take their place in the community should be to ensure that those who can work will be given opportunity to do so, and be provided with the physical, psychological and technical means for restoring confidence in ability to work and capacity to earn a livelihood in the occupation for which each individual is best suited. The plan should also ensure to all blind persons the means of entering fully into the social and cultural life of the community.

IV. *Employment*

(a) Every practicable means should be used to make generally known and to impress upon legislators, administrators, and the general public that many blind persons are capable of full economic production in factories and offices and that many of them are competent to follow certain professions. Blind persons should not be refused employment simply on the ground of their blindness.

(b) For blind persons who are not capable of full economic employment there should be provided:

1. "Sheltered" workshops, in which productive wages are supplemented to a recognised level of subsistence.

2. Organised systems for the employment of blind persons in their own homes which supplement the economic earnings of industrious and competent workers to a recognised level of subsistence.

3. Preferential marketing arrangements, e. g., the purchase by public authorities of the products of special workshops and home industries.

V. *Economic Provision*

Special economic provision should be made for all blind persons, while ensuring that the incentive to work and to contribute in other ways to the economic and social life of the community is in no way impaired. Each nation should therefore provide its blind citizens with:

1. At least a minimum standard of subsistence;

2. An adequate allowance of equal amount for all blind persons to meet the additional cost of living resulting from blindness.

Such special provision for the blind may be embodied in a general programme of social security, or may be expressly made for the blind.

VI. *Care of the Blind at Home*

With the object of assisting in the readjustment of newly-blinded persons and of providing blind persons, particularly those leading lonely lives, with instruction, occupation, and friendship in their own homes, home visiting and teaching services should be developed with at least a nucleus of full qualified and trained personnel who, whenever possible, should themselves be blind.

VII. *Homes for the Blind*

Homes maintained by public and private agencies should be provided for blind people who are aged or handicapped by other disabilities and unable to earn an independent livelihood, whose welfare cannot be adequately assured by private domestic arrangements. Homes for the blind should provide:

1. Accommodation for married couples, one or both of whom are blind.

2. Accommodation for deaf-blind persons in special homes or in homes for other blind persons.

3. Accommodation for blind persons for holidays or convalescence.

VIII. *Special Facilities for the Blind*

Organisations publishing literature and manufacturing or distributing satisfactory apparatus and appliances for the blind, or operating libraries for the blind, should be encouraged and financially assisted from government and voluntary sources, so that such materials may be available to all blind persons at prices which they can afford, when it is not possible to furnish them without charge.

All apparatus and appliances specially made or adapted for the use of the blind and addressed to blind persons, institutions, societies, or workshops concerned with the education, employment or professional interests of the blind, by analogous organisations in other countries should be exempt from any import, export, or other customs duties, when their nature is adequately certified.

The special value of radio to the blind should be recognised by the granting of free radio receiving licenses, and, where possible, receiving sets.

The extra cost incurred by blind persons when travelling at home or abroad should be recognised by concessions in fares.

IX. *Education*

To enable blind persons to participate fully in the life of the community and to contribute to its strength, blind persons, whether children, young persons or adults, should be given full opportunity for general and vocational education in schools adequately equipped for the education of the blind and with fully qualified teachers.

The conference puts on record its conviction that every national system of education should ensure to all blind children education according to their interests and aptitudes at least equal to that which they would have received if they had not been blind.

RESOLUTIONS ON RELATIONS WITH THE UNITED NATIONS, INTERNATIONAL ORGANISATION AND FUTURE ACTION

(Numbered in sequence with the Resolutions constituting a Minimum Programme)

X. *Relations with the United Nations*

This conference

1. notes with the greatest pleasure the interest which the United Nations are taking in its proceedings and records with lively satisfaction its efforts to bring about a positive contribution to the task of developing the welfare of handicapped persons. It expresses the hope that effective action will thus be taken for the blind.

2. instructs its organizing committee to present to the Secretary-General of the United Nations for the attention of the Social Questions Commission and of the Specilized Agencies of the United Nations, the resolutions adopted by this conference, together with a report on the welfare of blind people, drawing the particular attention of the Secretariat of the United Nations to the international measures of a practical character which can be taken in the spirit of the resolutions.

3. calls the attention of national blind organisations to certain consultative social services placed at the disposal of governments by the United Nations, which, at the request of the aforesaid governments, can be made available to the advantage of administrations and institutions having as their concern the welfare of the blind.

4. records with pleasure the message received from the Director General of UNESCO and welcomes the action he is taking to facilitate the solution of existing braille problems and his interest in the proceedings of the conference. It agrees with him that the problem of blindness in certain parts of the world, where its incidence is high and services to the blind are as yet little developed, calls for urgent attention, and it will welcome all steps which may be taken towards that end.

XI. *International Organisation*

In view of the desire, unanimously expressed by members of the conference, to establish a permanent organ for consultation between organisations of and for the blind in different countries, and for joint action wherever possible, and of the offer made by the American Foundation for Overseas Blind to provide executive and clerical services to an international committee up to the end of 1950 as an experimental period, this conference approves the establishment of an International Committee for the Welfare of the Blind (Comite International pour la Protection Sociale des Aveugles), with the understanding that a member of the staff of the A.F.O.B. may serve as a member and will act as its secretary, and that the operating cost of the committee will be met by the nations here represented: that the committee be constituted of nine members—five representing France, Germany, Great Britain, Italy and the United States; one representing Scandinavia; and one, the Benelux and smaller European countries; two places being left open for representation from countries of Eastern Europe; and that the following be appointed as members of the committee until the end of 1950:

Belgium —Monsieur G. Borre
Denmark —Herr Ernst Jorgensen
France —Monsieur P. Guinot
Germany —Dr. Carl Strehl
Great Britain —Mr. W. McG. Eagar
Italy —Senor Aurelio Nicolodi
Poland —Dr. Vladimir Dolanski
United States —Mr. Eric T. Boulter

XII. *Education*

Having expressed its conviction of the importance of education, this conference recommends that steps be taken to convene a conference, at a later time but as soon as possible, for the discussion of problems of education common to all countries and that that conference be conducted by persons engaged primarily in the education of the blind, and that the undernamed persons be appointed as a committee to enquire into the possibilities of convening such an educational conference.

Mr. C. H. W. G. Anderson—Great Britain
Dr. Gabriel Farrel —United States
Mr. Eero Hakkinen —Finland
Mr. Halvdan Karterud —Norway
Monsieur D. Lelievre —France
Dr. Karl Trapny —Austria
Prof. Paolo Bentivoglio —Italy

The foregoing article, as far as Resolution X, with very minor changes, was reprinted from the September issue of *The New Beacon*. The text of the final three resolutions was later received from Mr. W. McG. Eagar, secretary of the conference. We plan to print another article on the conference in a future issue and to accompany it with a photograph.

LIBRARY OF CONGRESS NOTES

On April 4, Mr. George A. Schwegmann, Jr., Chief of the Division for the Blind, accepted for the Library from Mrs. Ruth L. Walker of the American Mission in Addis Ababa, Ethiopia, a gift of two volumes of the Gospels of St. Mark and St. John, reproduced in Amharic Braille.

Amharic Braille was devised more than fifteen years ago by the blind evangelist, Keis Gidado, at the Sayo School for the Blind in Addis Ababa in collaboration with Mr. Percy Bevan of the British Bible Society. The volumes given to the Library, except for selected passages of scripture, transcribed by Keis Gidado for his own use, represent the very first literature in Amharic Braille. The text was transcribed by Mrs. S. E. Downs and seventeen copies were printed and bound by the Volunteers Service for the Blind, Philadelphia, for the use of the blind in Ethiopia.

Miss Helen Keller, the distinguished blind leader, visited the Library on April 7 accompanied by Miss Polly Thomson, her inseparable companion, and Mrs. Philip Sidney Smith, member of the D. C. Board of Education. Running her fingers over the pages of one of the two volumes of the Gospels of St. Mark and St. John, transcribed in Amharic Braille, Miss Keller was excited to learn that braille was being published in that language.

"I cannot understand it (Amharic Braille), but I am pleased for those blind people, for braille will bring them the thrill of independence," she said. "I am always happy to come to the Library of Congress and learn what the Library is doing to produce light for the minds of all the blind."

Mrs. Walter Price, Chairman of the Volunteers Service for the Blind, presented to the Library on behalf of her volunteers three books of instruction in braille for teaching the harmonica, ocarina and ukelele. These books are ten-minute self instructors, prepared by Special Service Division, Services of Supply, U. S. Army.

Extracts from the *Information Bulletin* for April 12-18, 1949, issued by the Library of Congress.

This item is no longer news, but is reprinted for its human interest value.

HOMEWORK AS IT RELATES TO THE WORKSHOP

M. ROBERTA TOWNSEND

From time to time National Industries has been asked to consider the incorporation of homework into their program. The study committee, therefore, was asked to explore the possibilities of such a step and what would be involved.

In cities the size of New York, Chicago and Boston, there would be little need for an industrial homework program for the blind. If the blind person is able to leave the house it is conceded that he should be helped into normal or sheltered employment. In rural areas, however, where it is geographically difficult, if not impossible, for the blind person to go to and from a shop, homework might very well be the answer.

All participating members of N.I.B. are familiar with the Federal labor law as it relates to homework. A bulletin was sent out recently covering all points.

The New York State labor law which the committee used as a basis for discussion is practically identical with the Federal law with the exception that it does restrict the number of homeworkers and the homeworker does not have to keep a record book. Because of the fact that other states may have similar laws or may conceivably follow the example of New York it seems worthwhile to outline some of the factors involved.

Because of the evils of industrial homework as found in child labor, substandard wages, long hours of work and its threat to factory workers and factory standards the New York State Legislature has provided for strict control with the intention of gradual elimination of homework. Each order of restriction, however, specifically provides that special certificates be permitted the handicapped.

The Supreme Court of the United States holds that the elimination of industrial homework as anticipated by the United States Department of Labor is constitutional and desirable and there is general agreement that the New York State policy of issuing specific certificates to the handicapped workers so that they receive homework is desirable.

In a recent statement made by the New York State Department of Labor controlling homework, it was said that at the point of elimination only the truly handicapped would have special consideration under the same rate of pay and hours as the factory worker. It was also stated that through their research department they were undertaking a state-wide survey of the problem of homework and the use of homework by the social agency.

To undertake intelligently or constructively an incorporation of regular industrial homework under N. I. B. the agencies wishing to participate would have to reach an agreement on some important points. The understanding and interpretation of the term homework has been so widely and loosely

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This paper was presented at the meeting of the Advisory Committee of Workshops for the Blind, held in New York on July 14.

Miss M. Roberta Townsend is director of the Department for the Handicapped, Brooklyn Bureau of Social Service, Brooklyn, New York.

defined by the non-profit agency it offers a very real barrier to the approach of the problem as a whole. At the present moment there is no clear delineation between regular industrial homework, home service, occupational therapy or other services which rightly fall within the classification of social work. Home service is the teaching of braille, household arts, the adjustment of the newly blind, the use of the script board, the installation of the Talking Book or other comparable services. Occupational therapy needs no defining as it is recognized as the curative value of occupation without reference to earning or productivity.

The earning of "pin money" is often referred to. There is margin for some doubt as to the suitability of spending administration and staff time and money on a program which, at best, would only provide "busy work". It would seem more logical and sound to meet these needs on a welfare level and to offer participation in a recreational program which would occupy the time of the "busy worker" pleasantly and with the addition of companionship. It is almost inevitable that the "busy worker" who produces negligible quantities of paid work develops a certain resentment towards his small earnings after a period of time.

As there was no definition available for an industrial homework program the conference group on rehabilitation of the Welfare Council in New York drafted a definition: A service to be rendered by an accredited agency, designed and developed with the intention of adherence to health and labor laws, to offer regular work training and remunerative work opportunity to those eligible disabled persons who cannot for physical or psychological reasons leave their homes to travel to and from a place of business.

This definition may be made applicable to a program for the blind by adding such a phrase as "in addition to blindness" and inserting geographical location, in addition to physical and psychological reasons.

There are three definite responsibilities which the non-profit agency should keep clearly in mind.

1. That industrial homework as approached by the social agency must be a part of the total rehabilitation plan.
2. To recognize the need for vigilance upon the part of the Labor Departments to control violations of the law for the protection of the worker as well as the employer, and that there is danger in offering privileges and preferences to non-profit agencies of creating loopholes for the unscrupulous operator to take advantage.
3. That in spite of the relatively high cost of a homework program to the agency it is important to understand and promote the psychological value of regular industrial homework for the worker who has no other choice. It offers the difference between utter boredom and purposeful living.

In the absence of a shop, centers for temporary training might be set up. These might act as places of distribution as well. Periodic checkups by field workers would be necessary.

To the question which is constantly asked —how to control who does the homework— this can be gauged in a measure by the quantity and quality of the worker's production. A reasonable quota may be established during the instruction period. Any wide variation would be quickly detected. This problem is common to normal home industrial homework.

1. How may we effect cooperation of the agencies in overall understanding and agreement?
2. How may we effectively spotlight weaknesses in existing programs?
3. How shall the agencies be helped to

determine the type of work to undertake in relation to transportation, packing, handling, and spoilage?

The suggested requirements for N.I.B. homework are:

1. Agency must indicate Federal certification together with state if there is a state law.
2. Must properly define program as industrial.
3. Submit acceptable indication of production schedule.
4. Submit articles up to specifications.
5. Indicate responsibility for share of sales program based upon local markets, i.e., N.I.B. cannot assume full marketing problems.

DIRECTORY CHANGES

Page 7—American Association of Workers for the Blind. President: Francis B. Ierardi, c/o National Braille Press, 88 St. Stephen Street, Boston, Mass.

American Foundation for the Blind. Executive Director: M. Robert Barnett.

Page 8—American Printing House for the Blind, Inc. Superintendent: F. E. Davis.

Page 10—Clear Type Publishing Committee, Inc. Mrs. Mary B. Irwin, deceased.

Page 12—Howe Memorial Press. Manager: Edward J. Waterhouse.

Leader-Dog League for the Blind. Address: 506-7 Hammond Building. Director of Field Activities: Paul Knowles. (Harold F. Warman and William E. Bartram have both resigned).

Page 14—National Society for the Blind, Inc. Executive Director: Ada Pruitt.

Page 28—Department for the Blind of the Family Service Association. Miss Stella E. Plants, resigned.

Page 30—Florida Council for the Blind. M. Robert Barnett, resigned.

Lions Industries of Palm Beaches. Executive Director: Eric G. Bellander.

Page 31—Georgia Academy for the Blind. Superintendent: J. W. Williams.

Page 35—Free Circulating Library for the Blind. Superintendent: Leo J. Flood.

Page 39—Iowa School for the Blind. Superintendent: D. W. Overbeay.

Workshop for the Blind. Address: 1307 Leech Street, Sioux City 19.

Page 42—Sight-Saving Association of Louisville, Inc. A. C. Ellis, deceased.

Page 43—Lighthouse for the Blind of New Orleans. General Manager: William E. Bartram.

Page 48—Blind Handicraft Shop. Address: 156 Newbury Street.

Boston Aid for the Blind. Center address: 295 Huntington Avenue, Boston 15.

Page 56—Duluth Lighthouse for the Blind. Executive Secretary: Mrs. Robert Durham.

Page 57—Workshop for the Blind. (Formerly the St. Paul Workshop for the Visually Handicapped).

Services for the Blind, State Department of Social *Welfare* (formerly State Department of Social Security). Address: 117 University Avenue, St. Paul 1, Minn.

Page 60—Northwest Missouri Association for the Blind. Manager: Mr. A. C. Christophersen.

Page 68—Buffalo Association for the Blind. Executive Secretary: Miss Irma M. Stanfield.

Page 69—Catholic Centre for the Blind. Sister Superior in Charge: Sr. M. Alacoque.

Page 73—The Palestine Lighthouse. Mrs. Samuel D. Friedman, President, deceased.

The Society for the Relief of the Destitute Blind. Superintendent: Mrs. Mary W. Lord.

Page 74—Southwestern Tier Association for the Blind. Address: 335 East Third Street.

Page 79—The Cleveland Society for the Blind. Executive Director: Allan W. Sherman.

Ohio Commission for the Blind. Executive Secretary: Robert Canary.

Page 81—Oklahoma State Board of Vocational Rehabilitation, Services for the Blind. (Formerly Oklahoma Commission for the Adult Blind and Vocational Rehabilitation Service). Address: 215 Colcord Building, Oklahoma City 22; Director of Services for the Blind: Mr. James J. Duncan.

Page 84—Pennsylvania Association for the Blind, Inc. Address: 1607 N. Second Street, Harrisburg.

Blair County Branch. President: Chalmers L. Merritts; Executive Director: J. Harry Auen.

Page 85—Butler County Branch. President: C. A. Snyder; Executive Director: Miss Helen McCloskey.

Carbon-Monroe County Branch. President: Miss Bessie Moore.

Fayette County Branch. Address: 51 North Mt. Vernon Avenue; President: Robert Wood, Jr.

Page 86—Lower Susquehanna Branch. Address: 241 Chestnut Street; President: Newton Kerstetter.

Philadelphia Branch. Address: 1221 Race Street; President: Mrs. J. Harvey Gordon.

Upper Susquehanna Branch. President: Nathan W. Stuart; Executive Director: Stella E. Plants.

Page 87—Westmoreland County Branch. President: John E. Herr.

Wilkes-Barre Branch. President: John T. Howell, Jr.

Page 91—Rhode Island Association for the Blind. Executive Secretary: Jarvis C. Worden, deceased.

Page 99—Virginia State School. Address: Hampton, Virginia.

Page 106—The Canadian National Institute for the Blind, Library and Publishing Department. R. W. Beath, Chief Librarian.

Page 107—Quebec Division. Dr. J. A. Macdonald, deceased.

A composite list of changes in address and personnel of agencies listed in the Directory of Activities, which have taken place since the latest edition was published, has been compiled by the librarian of the Foundation and may be obtained upon request. The above do not seem to have been previously listed in the *Outlook*.

BOWLING TOURNAMENT

The Second National Blind Bowlers' Tournament, held in Brooklyn, New York, July 9th and 10th, under the sponsorship of the Industrial Home for the Blind, was very successful. Following are the scores made and the prizes awarded.

Team Events	*Points*	*Prizes*
1. Wilkes-Barre, Pa. B's	2468	$100.00 a silver loving cup 5 Brunswick mineralite bowling balls 5 pairs Hyde bowling shoes
2. Wilkes-Barre, Pa. C's	2449	$75.00 2 pairs Hyde bowling shoes
3. Detroit, Michigan	2444	$50.00 5 pairs Hyde bowling shoes
4. Light Buoy Greens	2391	$25.00
5. New York Guild for the Jewish Blind	2327	5 pairs Hyde bowling shoes

Doubles

1.	Maier & Clark	N.Y. Ass'n	1082	$40.00 2 inscribed bowling trophies 2 pairs Hyde bowling shoes	
2.	Kelly & Nowak	Wilkes-Barre	1037	$30.00	
3.	Cataldo & Perisi	N.Y. Guild	1035	$20.00	
4.	Geoghegan & DiBiase	Light Buoy	1033	$10.00	
5.	Ward & Scotti	N.Y. Ass'n	1015	$7.50	Tie
6.	Byle & Graham	Wilkes-Barre	1015	$7.50	
7.	Smith & Kane	Light Buoy	1012	$5.00	
8.	Wuria & DeJohn	Industrial Workers	997	$5.00	
9.	Hunter & Sotnik	Detroit	987	$5.00	
10.	Paranella & Perisi	N.Y. Guild	979	$5.00	

Singles

1.	Rossiter	Catholic Guild	568	$25.00 High score bowling ball Hyde bowling shoes	
2.	Paranella	N.Y. Guild	562	$20.00	
3.	Oristaglio	Phila. Lighthouse	561	$15.00 Hyde bowling shoes	
4.	Robbins	Wilkes-Barre	553	$10.00	
5.	Scotti	N.Y. Ass'n	548	$10.00	
6.	Graham	Wilkes-Barre	527	$ 5.00	
7.	Nowak	Wilkes-Barre	521	$ 5.00	
8.	Munis	Wilmington, Del.	517	$ 5.00	
9.	Wasmanski	Wilkes-Barre	513	$ 5.00	
10.	Johnson	Wilkes-Barre	507	$ 2.50	Tie
11.	Jones	Wilkes-Barre	507	$ 2.50	

All Events

1.	Rossiter	Catholic Guild	1579	$25.00 Manhattan bowling ball	
2.	Rice	Industrial Workers	1569	$20.00 Shoes	
3.	Graham	Wilkes-Barre	1567	$15.00 Shoes	
4.	Paranella	N.Y. Guild	1561	$10.00	
5.	Jones	Phila. Lighthouse	1532	$10.00 Shoes	
6.	Scotti	N.Y. Ass'n	1524	$ 5.00	Tie
7.	Maier	N.Y. Ass'n	1524	$ 5.00	
8.	Hamm	Detroit	1524	$ 5.00	
9.	Nowak	Wilkes-Barre	1517	$ 5.00	
10.	Kelly	Wilkes-Barre	1510	$ 5.00	

Special Prizes

High 3 game net, "sighted"	Maier	N.Y. Ass'n	519	$10.00 medal
High 3 game net, "blind"	Oristaglio	Phila. Lighthouse	425	$10.00 medal
High single net, "sighted"	Copeland	Chester	215	$10.00 medal shoes
High single net, "blind"	Oristaglio	Phila. Lighthouse	168	$10.00 medal
High 3 game gross, "girls"	Scotti	N.Y. Ass'n	548	$10.00 medal shoes
High single game gross, "girls"	Graham	Wilkes-Barre		$10.00 medal
Best all-round girl bowler	Graham	Wilkes-Barre		gift pkg.
Most courageous bowler	Sobel	Pittsburgh		$ 5.00 shoes
For fine sportsmanship	Simon	Montreal		$10.00 shoes
For fine sportsmanship	Simard	Montreal		$10.00 shoes
For all-round team form	Five man team	Detroit		$30.00
For leadership	Ethel Sierks	Bourne Club		shoes
New York Bowling Ass'n prize for high single net	Copeland	Chester		gold medal
Freddie Fitzsimmons 200 club	Rice	Industrial Workers		pin
Freddie Fitzsimmons 200 club	Copeland	Chester		pin

APPOINTMENT

Miss Georgie Lee Abel has gone to the Overbrook School for the Blind as coordinator of the Home Teacher Training Program. She is well-prepared for this difficult position, having done field work with the adult blind throughout the state of Iowa during the summer in addition to serving as principal and student counselor of the Iowa School for the Blind during the regular school year for the past eleven years.

Her previous experience was in teaching elementary and high school pupils in the Idaho and Tennessee schools for the blind. During several summers she has assisted Dr. P. C. Potts in training Negro teachers of the blind at West Virginia State College and Hampton Institute.

She holds a Master's degree in education from the George Peabody College for Teachers, has contributed a number of articles to the *Outlook for the Blind,* and has read a number of papers at conventions of the American Association of Instructors of the Blind.

RETIREMENT OF MRS. HATHAWAY

Winifred Hathaway, B. A., Radcliffe College; M. A., New York University; joined the staff of the National Society for the Prevention of Blindness in 1916. She brought to the movement a background of work in education. She had been an instructor in the department of English and literature and later head of the department of history at Hunter College, New York City, and had had experience in the fields of health and scientific research. She initiated the National Society's campaign of professional education, working particularly with educators in urging special educational facilties for partially seeing children. She was largely responsible for the development of courses for the preparation of teachers and supervisors of classes for the partially seeing and has conducted and participated in courses at Columbia University, George Peabody College for Teachers, New York University, Wayne University, Western Reserve University, and the Universities of Southern California, Chicago, Cincinnati, Hawaii, Minnesota and Texas, as well as at various state teachers' colleges. Her interest and untiring efforts have been important factors in the establishment of sight-saving classes throughout the United States. The number of these has grown from fewer than a dozen in 1916, to 635 in 1949. Mrs. Hathaway is recognized as an international authority on the education of the partially seeing child and her advice and guidance are constantly sought by leaders in many parts of the world.

Her book, *The Education and Health of the Partially Seeing Child,* is considered the definitive text on this subject. First published by Columbia University Press in 1943, it has already gone through three editions and is regarded as the best reference source not only in the United States but also by those in foreign countries interested in establishing educational programs for partially seeing children. Mrs. Hathaway has also written, *Easy on the Eyes,* published by the John C. Winston Company, a book of especial interest to children of junior high school age. In addition she is the author of numerous articles which have appeared in educational, scientific and popular journals.

For many years Mrs. Hathaway served as a member of the sectional committee on recommended practice of school lighting of the Illuminating Engineering Society and the American Institute of Architects, which sponsored the recently published *American Standard Practice for School Lighting.*

In 1937 Mrs. Hathaway was awarded the Leslie Dana Gold Medal for outstanding work in the prevention of blindness and was designated, "The Lady with the Lamp."

Because of Mrs. Hathaway's unique understanding and inspiring philosophy her retirement will be felt not only professionally but personally by all who have come in contact with her in her long service to the cause of sight conservation and the prevention of blindness.

A PRAYER

Dorothy M. Rands

To those who cannot hear the raindrops fall,
Or listen to the wind among the trees,
Lord, speak! and may Thy softest tones be heard
With perfect ease.

Grant, gracious Lord, Thy strength to those who seek
Thy grace—sufficient for the daily need,
A quiet heart that neither frets nor fears,
Good gifts indeed!

So may affliction bring no blighting grief,
No deep resentment, or a dull despair,
But faith, which reaches through the dark and knows
That Thou art there.

Written and dedicated to Helen Keller after the author met her during her recent visit to New Zealand.

FOUNDATION ACTIVITIES

UNIVERSITY OF WISCONSIN

The special courses for teachers of the blind offered at the University of Wisconsin for the sixth consecutive summer were attended by teachers from twelve states and Puerto Rico. The braille classes in the public schools of Battle Creek, Chicago, Cincinnati and Newark; and the residential schools in Mississippi, Nebraska, South Dakota, Virginia, West Virginia and Santurce, Puerto Rico were represented.

Miss Jennette Maris, of the Ann J. Kellogg School, Battle Creek, and Miss Genevieve Brennan, of the Chicago public schools, were awarded Masters' degrees. Miss Maris' thesis was a Grade Two braille primer and accompanying reading exercises, and she assisted Dr. P. C. Potts, assistant director of the Foundation, by teaching braille to the pupils in the Special Techniques and Appliances course.

UNIVERSITY OF MICHIGAN

The Summer Course for Workers with the Adult Blind was offered as usual this year by the University of Michigan Institute of Social Work under the sponsorship of the American Foundation for the Blind. The forty-eight students who were in attendance came from twenty states, Hawaii, and Nicaragua. The faculty this year numbered ten, with Miss Evelyn C. McKay of the Foundation staff as coordinator.

In addition to the regular courses in Social Case Work, the Field of Social Work, History and Philosophy of Work with the Blind, Causes of Blindness, Vocational Adjustment and Arts and Crafts, the curriculum included two new courses this year—S.W. 10, Problems in Administration of Aid to the Needy Blind, given by Mrs. J. Lucille Poor of the faculty of the University of Minnesota School of Social Work, and Educational Methods for Home Teachers, given by Miss Elizabeth Irwin of Detroit. In addition, two courses offered in previous years—Administration of Social Agencies, and Skills and Devices for the Blind—were repeated.

As in previous years, the Summer Course was housed at Michigan State Normal College at Ypsilanti, and the cordial attitude of the College faculty and students in including this special group in the regular activities of the College was one of the important factors in the success of the summer session. Volunteer reading service and many other courtesies provided by the women's clubs of Ypsilanti and also by the Lions Clubs were greatly appreciated.

HAMPTON INSTITUTE

The eleventh consecutive summer school for Negro teachers of the blind and the deaf, sponsored by the American Foundation for the Blind, was held at Hampton Institute from June 20 to August 19. For the first time since 1941, instead of being conducted for only six weeks, it was nine weeks in length, coinciding with the other Hampton courses. Dr. P. C. Potts, assistant director of the Foundation, made the preliminary arrangements and was there during the first week of the session. The other instructors were: Miss Georgie Lee Abel, coordinator of the home teacher training program at the Overbrook School for the Blind, Dr. Powrie Doctor and Miss Elizabeth Benson, professors at Gallaudet College, and Mr. Joseph P. Youngs, Jr., demonstration teacher at the Kendall School, Washington, D. C.

The National Society of Special Education held its Third Biennial Conference at Hampton, July 18-22, with prominent speakers from Washington, New York, and Philadelphia.

NOTES FROM THE FOUNDATION LIBRARY

The items mentioned on this page may be borrowed without charge from the Reference Lending Library of the American Foundation for the Blind.

"The Vestibular Sensitivity of Deaf-Blind Subjects" (Minor Studies from the Psychological Laboratory of Cornell University, XCVI) by Philip Worchel and Karl M. Dallenbach in the *American Journal of Psychology* for January; 1948. In an experiment upon the perception of obstacles by the deaf-blind, which was reported in the *Journal* for October, 1947, the vestibular as well as the auditory sensitivity of the subjects was tested to determine the extent of their inner-ear deficiencies. The vestibular tests and the results obtained from them, which were merely summarized in the earlier report, are described here in detail.

"Rehabilitation of the Blind" by Curtiss S. Johnson in *Minnesota Welfare* for May, 1949. Rehabilitation of the visually handicapped in Minnesota is performed by the Division of Social Welfare through its services for the blind section. The services provided are described in detail.

"Services for the Blind in Kansas" by Harry E. Hayes in *Public Welfare* for June-July, 1949. Examines the manner in which one state is offering services to its blind citizens within the framework of a public welfare program. The Kansas Social Welfare Act of 1937 placed the state in conformity with the requirements of the Federal Social Security Act; created state and county boards of social welfare; and authorized the State Board to establish a unit within its organization to carry on activities in the three general areas of: 1. prevention of blindness; 2. restoration of eyesight; and 3. the rehabilitation of blind individuals.

"Training Blind Adults in Public School Shops" by Albert D. Libby in the *Journal of Rehabilitation* for August, 1949. An experiment in utilizing public school facilities is reported by the Iowa Commission for the Blind. The results of this cooperative venture on the part of the Commission's rehabilitation service and the public schools have been gratifying to both and to the blind who have been helped.

"New Devices to Help the Blind" by Georg Mann in *Hygeia* for July, 1949. Discusses attempts at producing devices which utilize the science of electronics in aid of the blind. It is pointed out that these machines are not yet available, and that much work needs to be done on all of them.

"The Sixth Sense" by Philip Wylie in the *Saturday Evening Post* for August, 1949 is a fiction story in which the hero is blind.

OUTLOOK
FOR THE BLIND
and
THE TEACHERS FORUM
15 West Sixteenth Street,
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P. C. POTTS, PH.D.
Editor

EMILY J. KLINKHART
Circulation Manager

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THE SUGGESTION BOX

By the Technical Research Department

Pocket Telescopes. For two years people have been asking questions about binoculars, monoculars and telescopes. Most such apparatus is quite costly, and while many do not object to expense, there was some question as to how far this department should go in that direction. If a man lays out fifty dollars or more for a piece of apparatus some one ought to be sure he could use it. Exchanges or refunds could be—and were—made, but it was not felt that any of the devices would be generally enough helpful to justify their being stocked.

Take binoculars: It appears that most people who can use them have one more or less useless eye, and the Government claps a 20 per cent tax on binoculars, whereas single eyepieces are tax free. The only excuse then for buying binoculars, in most cases, is that they are easier to steady on an object. There are some excellent 7 x 50 Japanese binoculars on the market now at around $40.00 or so (about half the standard cost for such apparatus)—with coated lenses, too, and a splendid buy; but it is still a question as to how many could use them. The term "7 x 50", incidentally, means that the magnification is 7 times, and the objective lens, which in part determines how much you can see at a time is 50 millimeters, or about 2 inches. None of these devices are pocketable in the true sense of the word, and, however handy, would be limited in their usefulness by their very size.

But just as that picture was coming clear, a friend came in from Pennsylvania asking about pocket telescopes, and the next day he came back, after following down leads, with a pretty surprising little gadget. It is the size of a pocket flashlight and has a pocket clip and, in fact, looks so much like a flashlight or pen that users will waste a little time differentiating.

This is called the "Penscope" and has a magnification of six times. This means that a man with 20/200 vision can look across the street and tell you what kind of wrist watch band a passerby is wearing—provided he has the right kind of 20/200 vision. It is not yet known just who this telescope will benefit. First guess was people with 10/200 vision or better, but a girl whose visual measurements didn't get up to the 200ths could see facial features. Some people with central capacities saw amazing amounts.

Of course, techniques are involved. If the right hand is cupped about the eye piece so that the fist rests about the orbit, aiming is much simplified. Focussing is critical, and it will take practice to operate the sliding parts to move them gradually enough.

A thing like this is important, for the time has come to let the public know that most blind people see something. It has been estimated that 80 per cent of the blind have some use of their eye balls. Whatever use there is should be enhanced in every possible way. And the more people there are demonstrating that they can overcome visual limitations, no matter how, the more the public will begin to accept visual limitations correctly.

The Penscope measures 5 inches long, and 9/16 inch in diameter. It is finished in brushed chromium. It has 6 precision lenses. It weighs 1-½ ounces. It is price-fixed at $10.00, but the manufacturer has consented to our selling it to the blind at $8.00, postpaid.

Carpenter's Level. A level is now available which is sensitive to about .5° or about 1/32 inch in an 8-inch span. This comprises a 6-¼ inch length of ¾-inch angle welded on one end to a V-edged bar and at the other to a metal plate supported by a pin. In the level position, the base of the V is on the bottom, and a ⅞-inch chrome steel ball rolls freely in the angle. A calibrated bolt also extends through the plate, with a reference indicator by means of which it is possible to check the deviation from level. A rectangular bar is mounted above the ball so that it is held in place should the level be turned on its side or held upside down. The entire assembly is heavily nickel plated to prevent tarnishing.

Each unit is carefully calibrated to insure maximum accuracy. Postpaid, $6.00.

New Raised Line Drawing Board Kits. It has been necessary to order a new supply of Drawing Boards, and, in order to reduce costs, the 3-cell upward writing slate was eliminated. The present kit comprises the rubber covered board, a hundred sheets of cellophane, a special ball-point pen with colorless lubricant, and instructions in ink-print. The price is now $4.00, postpaid (instead of the former price of $5.00).

"Sound Scriber" Problems. The service of supplying students and professional people with embossed recordings of textbook materials has been growing to such an extent that the Library of Congress has asked for a clarification of the various factors in the situation.

In the pioneer stages of this program, the recordings were mainly done for blinded veterans who owned either Sound Scriber or Gray Audograph equipment. Consequently, the recordings were made either on Sound Scriber or Audograph recorders. However, the demand rapidly developed for less expensive means of both recording and play back, especially if the civilian blind were to share the benefits of this new method of study.

The major obstacle has been the fact that such recordings were exceedingly difficult to play on any pickups then on the market. Instead of having a sharply cut track on the records, these Sound Scriber and Audograph discs had a relatively shallow, rounded groove, which does not hold the needle up nearly as well. Stimulated by the announcement of the Columbia long playing records, pickup manufacturers brought out much lighter units with needle pressures of 7 to 12 grams, and Shure Model 900 MG will play embossed recordings if a slight weight is added, as will Astatic Model 507—L92—33.

In the meanwhile, this department developed its All-Purpose recording machine together with modifications which enabled it to make similar embossed recordings on 7 to 10-inch vinylite discs of the type used by Sound Scriber and Audograph. (The current model equipped for embossing is AP4E.) These machines cost a third as much as new Audograph or Sound Scriber recorders, and are capable of delivering better quality recordings as well as somewhat deeper grooves. The pickups have been especially modified to track the records.

An unfortunate feature of the whole program is that it is not always possible to give volunteer readers adequate technical supervision so that the books are not uniformly good. When recordings are made with too much volume, they will not play easily even with the best equipment.

If adequate technical supervision is available, the All-Purpose Recorder will make superior recordings which will play satisfactorily on a number of currently available machines. Some people report moderate success with the new Series R federal machine, although no claims are made for it. The various LP record players are satisfactory, with a few grams additional needle pressure, and the concern which made the Utility Phonograph for this department is now distributing these through the Bornand Music Box Record Company, 33 Fifth Avenue, Pelham 65, New York, at a price of $26.60.

BULLETIN BOARD

Colorado School for Deaf and Blind—Miss Minnie Woodroffe, a music teacher in the Colorado School for Deaf and Blind since 1933, passed away at her home, just before school opened in September. Miss Woodroffe was a sincere and hard-working teacher, who always put self in the background. Her thoughts were ever centered upon the best interests and advancement of her pupils. She lived as she taught—always mindful and considerate of other people with whom she came in contact. She always did her very best and she will be missed by both faculty and students at our school.

Miss Frances Freudenberg, a graduate of Drake University, who holds the degree of master of music, has been employed to take Miss Woodroffe's place.

Miss Freudenberg has had several years' experience in the field of music teaching, not only among younger groups but also with classes at college level. Our school is very fortunate in obtaining the services of Miss Freudenberg as teacher of voice, piano and choir work with our younger blind pupils.

Industrial Home for the Blind—An exhibit that attempts to place the sighted person behind a blind man's eyes, that approaches closely to presenting what the large majority of the blind can see, has been opened to the public for approximately one year of showings at leading Brooklyn savings banks.

The exhibit which bears the caption *What Do the Blind See?* deals with that preponderant number of the blind, who though not totally sightless have only a distorted vestige of vision left. This sight can be roughly divided into four categories: central acuity vision, where an image is seen as through the barrel of a rifle; cataract vision, with everything seen as through a fog or haze; detached retinal vision, where all is dark except for a small spot of sight at the extreme edge of the visual field; and sight with a high degree of refractive error, where everything is blurred and out of focus.

The exhibit shows a man with normal sight doing routine, everyday things; he shaves, eats breakfast, walks down the street, and finally waits for and boards a bus. In contrast, the exhibit goes on to show what the blind, with the vision defects described, see when *they* shave, eat, walk down the street for *their* bus. Both graphically and dramatically the display presents the difficulties the blind meet while doing the most routine things.

The attractive exhibit is six-sided. Five of the sides are equipped with a mutoscope machine, in which are mounted "moving" pictures that are viewed through conveniently placed eye-pieces. A handle, to be turned by the person viewing the pictures, regulates the speed at which they move. In this way, the speed can be slowed and even stopped, so that the spectator can take the opportunity of carefully examining the visual images of the blind.

Kanpur Blind Institute—Last January 2 a meeting was held in the Methodist Church compound, Kanpur, India, to celebrate the first anniversary of the founding of the Kanpur Blind Institute for the care of destitute blind children.

Messages of good will were received from the Governor of West Bengal and other prominent government officials. The president of the Institute praised the founder, Shri Madan Lal Khandelwal (a blind man), for his unceasing efforts in a noble cause, and appealed to the public of Kanpur for help. In an eloquent speech, Shri Virendra Ji cited the example of the National Institute for the Blind in Paris, which was started in 1784 with only one pupil, the enrollment increasing steadily to hundreds within a short time. He said that in the past, the blind in India had been a burden, but now in Free India, by means of proper education and training, they could become self-respecting, useful citizens.

Louisiana State School for Negro Blind—Mrs. J. S. Catley, who has taught English, French and music for the past twenty-four years, and who received a B.S. degree from Hampton Institute in 1945, is a candidate for a master of education degree at Denver University. Mrs. Catley, who has been blind since birth, is the wife of the instructor in boys' trades and high school subjects at the School. They have a seventeen-year-old son.

The National Society for the Prevention of Blindness—The Society will hold a five-day conference in conjunction with the interim session of the Pan-American Association of Ophthalmology, March 26-30, 1950, at the Floridian Hotel, Miami Beach, Florida. The theme of the meeting will be "The Americas Unite to Save Sight", and among the subjects to be discussed are: current blindness prevention programs in countries of the Western Hemisphere; trachoma; industrial ophthalmology; eye problems of school children; medical and social management of the glaucomas. Reservations should be made in the near future with the Floridian Hotel, 540 West Avenue, Miami Beach, Florida.

The New York Association for the Blind—Building plans for a $1,000,000 project, consisting of a new addition to and complete renovation of the present Lighthouse are under way. The new building will consist of five stories, basement and roof and will practically double in size the space of the Lighthouse's present quarters. It will occupy an area 60 x 100 feet, facing on 60th Street and will connect on all floors with the present building, resulting in a single, coordinated and completely modernized unit extending through the block to 59th Street.

The new addition will contain continuous play roof for roller skating, dancing and games; a music school with the most modern techniques of sound isolation; recital room; braille press; braille library; reading rooms and psychological guidance rooms. There will be a floor devoted to occupational therapy and another to recreation. The auditorium will extend through two floors and have a balcony. There will be dressing rooms for the use of the Lighthouse Players and other dramatic groups.

The present 59th Street Lighthouse building will be remodeled to provide adequately for the nursery school, with its special play roof; and for the medical social service and training departments, with offices for job placement and general administration. The first and second floors will be devoted to restaurant and kitchen, recreation and social rooms, a waiting hall with displays of articles made by the blind, memorials and memorabilia of the Association. The present craftshop will occupy modernized quarters on the ground floor. The basement will contain a swimming pool and three bowling alleys, one of which will be reserved for blind beginners.

The United Nations Educational, Scientific and Cultural Organization—In its weekly *World Review,* Unesco reports that the science museum of South Kensington, London, England, has arranged an exhibition exclusively for blind persons.

Believed to be the first of its kind in the world, the exhibition presents sixty scientific displays. Most of them consist of scale models illustrating scientific principles in fields ranging from mathematics to road and motor transport.

Wyoming State Division for Deaf and Blind—The annual Wyoming Summer School for the Blind, sponsored by this division of the Wyoming State Department of Education, and supported by Lions Clubs of Wyoming and the State Department of Public Welfare, held its session from July 31 to August 20 at the Casper Mountain Lions' Camp. Some twenty-five students, representing most areas of the state, participated in a variety of classes in crafts, culture and communication arts. The school is designed to offer its students a program conducive to the development of useful and satisfying primary skills; acquaintance with personal and social resources, which may serve the individual in dealing with the limitations of blindness; contact with social agencies offering counseling and rehabilitation services; and social interaction with those acquainted with the potentialities and problems of the blind individual.

OUTLOOK *for the* BLIND

and THE TEACHERS FORUM

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AMERICAN FOUNDATION FOR THE BLIND

AN OPEN LETTER TO THE READERS OF THE OUTLOOK

From M. Robert Barnett, newly-appointed Executive Director of the American Foundation for the Blind, Inc., and the American Foundation for Overseas Blind

It often is true that the use of the pronoun "I" can be objectionable in prose writing designed for publication in a journal of this type, but it seems impossible to phrase the following few paragraphs without the use of it, and with your indulgence I will use it without further apology. I succeeded Dr. Robert B. Irwin as executive director of the American Foundation for the Blind and its sister organization, the American Foundation for Overseas Blind, just a few short weeks ago. So numerous and so kindly and so stimulating have been the messages of good will and best wishes that I feel already as though I know each person in work for the blind personally, while at the same time I realize keenly that there are many of you whom I have not yet met. The *Outlook* has provided me with this space to send to all of you my personal and official greetings, and I hope these lines will serve to introduce me to some slight degree until opportunity comes to know you better.

I have been wondering whether most of you really know much about the American Foundation and its work. Daily I have been amazed and delighted with new surprises as I have delved into the Foundation's professional and technical departments to orient myself to my own new job. I find myself wishing that there could be a way to give all of you a greater understanding of this potentially powerful force for the welfare of the blind—and therein reached my first emphatic resolve as its new administrator. We will continue to turn the organization that Dr. Irwin built into a mighty plant of better things for the blind in partnership with all other forces, public or private, that are seeking the same objective.

Those of you, therefore, who are associated with other agencies and institutions serving the physically handicapped may expect to find me ready and willing at any time to swing the Foundation behind your effort if you need us. It follows, on the other hand, that you also may expect me to withhold the Foundation's aid from any activity charlatan in nature. Indeed, you may even expect me to speak out quite loudly against any activity where there is proof that the best interests of the blind have been made secondary to personal ambition or misguided charity.

Since this appears in the magazine which for so many years has been published under the wing of the Foundation, I feel it appropriate to comment specifically about it as a Foundation activity, and for this issue will not attempt to tell you my thoughts about other phases of our program. The *Outlook* has come to be looked upon in some areas as the principal channel for keeping current about work for the blind in America. Dr. Irwin has told me that there are many readers who credit any statement as being a true and important fact just because it appeared in this magazine. Such a reputation is wonderful. Still, the *Outlook* can do even a better job than that. As you may already know, this magazine is not yet self-supporting, and the Foundation each year makes up the deficit which remains when the income from subscriptions and gifts falls short of the cost of editing and printing. This the Foundation is happy to do, and no doubt will continue doing, if the cost does not get too much higher.

Despite the fact that the Foundation, therefore, is in a position to dictate the editorial policy of the *Outlook,* it is our hope that the only dictation that ever will be sent to its editorial staff will be the one dominant policy that every vital problem concerning the welfare of the blind must be given impartial treatment; that when these problems become controversial, the honest and intelligent voices of opposing thinkers will have a chance to be heard equally well; that opinions will be clearly labeled as opinions, and that only proven facts will be printed as facts. I firmly believe that the educated blind and that professional workers for the blind have objective intelligence, and thereby have the right to freedom of thought. We pledge to you that the *Outlook* will be a thought-teaser, a fact-finder, and a crusader.

In closing this first message, may I tell you quite humbly that I am impressed with the responsibility of my new position. The Foundation possesses a fine staff of inspired and enthusiastic people, however, and with your help added to theirs, I know my job will not be a lonely one.

ELECTION LAWS

Limited privacy is now assured the blind voter in the elections in forty-seven states, according to a recent analysis of election laws. (South Carolina makes no legal provisions to assist its blind citizens to exercise their right of franchise.)

At one time it was very difficult for blind people to enjoy privacy in voting. Gradually, they have gained considerable freedom in their choice of persons to help them mark their ballots. At the same time, machines have simplified voting so that many blind people need little help after they have learned to manipulate the different levers.

In New York state, a blind person may, if he wishes, be assisted at the polls by two election officers not of the same political affiliation (they may be of the same political party at primaries), or by a father, mother, brother, sister, husband, wife, or child, as he may select.

In the same way, in twenty-six states, a blind person is legally entitled to be assisted in voting by a person of his own choice. Six states limit this choice to the blind person's immediate family or a near relative. The remaining states specify that the assistance must be given by the judges, the poll clerks, the managers, or electors chosen by the judges. When the assistance of two persons is required, it is usually specified that the two must be of different political parties.

BLINDNESS AND TRAVEL

ARNOLD AUCH

Part III

The Human Guide

From the residue of the prehistoric ages, we find evidence of group living. Today, as a result of mechanization and specialization, social interdependence is more important than ever before. If sighted people are and must be dependent on one another for normal living, it becomes obvious that blind people must, because of the nature of their handicap, be even more dependent on others. The well-adjusted blind person recognizes this fact. In order to become an asset to society, he tries to adapt himself with this in mind. He strives constantly to lessen his dependence. We are told that in some cases this dependency on the part of the blind will result in an inferiority complex. Undoubtedly this is true in maladjusted individuals. But, if the blind person stops to realize that the terms "inferiority and superiority" are merely relative; that he, as an individual, is, at the same time, superior in some respects and inferior in others to almost any other individual whether or not blindness is involved, then he will have a sound foundation on which to make the adjustment to his handicap.

An alert, intelligent sighted person is, undoubtedly, the best guide any visually handicapped person can have. With such a companion all the problems of the blind as far as travel is concerned, disappear. It does not take long for the individuals in such a team to adjust themselves to one another. A guide should remember when leading a blind person that: 1. A blind person is normal except that he cannot see. 2. The guide *leads* the blind person. 3. The brain is the center of thought and the normal blind person has a brain. 4. The blind person sees largely through touch and hearing.

Today, blindness has become an affliction of old age. Buell (2) claims that 80% of the blind are over fifty years old. It seems reasonable to believe that the majority of these will not be reoriented to a great extent. In their limited travel a guide seems to be the logical answer to their problem.

A guide for a blind person should be just that. He should meet, treat and be normal toward the visually handicapped person. He should be aware of the person and not merely of the physical defect. Oversolicitude is not necessary; furthermore, it is not wanted. The guide should remember that his eyes must serve both of them, and that the blind person is interested in the world about him. It is the duty of the guide to bring the world to him. But, at the same time, the guide should not make a mental cripple out of his blind companion.

Generally, the sighted make a difficult task of leading a blind person, although, in fairness, it must be said that there are exceptions to this generalization. A lot of embarrassment and awkwardness would be done away with if the guide would let the blind person suggest the method of leading. A most satisfactory method is for the blind person merely to put his hand lightly on either the elbow or the inside of the forearm of the

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The first installment of this article appeared in the October issue of the *Outlook*, and a biographical note was appended.

person leading him. Thus, the guide is a little in advance of the blind person, and has to go through all the motions of avoiding travel hazards an instant before the same hazards are presented to the blind person. The blind person interprets the cues given to him through the movements of the sighted person. Only in unusual situations is it necessary to give verbal warnings. Occasionally, a blind person will stumble; but this sometimes happens to seeing people, too. In such an event, the guide is not expected to apologize, unless of course it was a case of gross negligence. Much explaining may be avoided by merely showing the blind person the proper movement, as by placing his hand on a doorknob or railing.

A lady guide leading a blind man occasionally presents a problem. The ego of the man may be deflated somewhat when he cannot observe the niceties expected of him. The rule of reason should be followed. For example, let the blind man open the door if it is readily accessible. If it is not, the lady guide should do it.

Any visually handicapped individual can relate numerous, amusing incidents which show the thoughtlessness of sighted people, while sincerely trying to help him. The writer has had the awkward experience of being helped off a train or bus by well-meaning conductors: invariably, the conductor attempts to help by grasping the arm firmly, at the same time raising it, the helper standing behind the blind person. Thus, a lifting, pushing force is experienced. It would be so much easier to *lead* the blind person off the conveyance.

Although a close friend or relative may be willing to help a blind individual about, such a person is not always at hand to take him to a specific place at a definite time. If a visually handicapped person is to depend solely upon a human guide, it would be necessary for him to employ a full-time helper. This would entail considerable expense, which, obviously, would not be feasible for the majority of blind persons.

Part IV

The Guide Dog

Down through the ages, there has been a close association between man and dog. It is not certain when the canine friend was domesticated, but, today, he serves man as a pet, a show ring exhibit, and a helper. From the Arctic cold to the tropical heat, in war and in peace, in acts of destruction and in acts of mercy, the dog is faithfully at his master's side ready and willing to work according to his commands.

It is beyond the scope of this paper to give a detailed history of the guide dog movement. A few important dates will suffice. For a more complete story the reader is referred to Dickson Hartwell's book, *Dogs Against Darkness.* (16)

In 1916 the Oldenberg Society, under the leadership of Dr. Stalling, established a school for educating dogs as guides for the blind. A branch of this school was later established in Breslau, in 1925. In 1923 the government school in Potsdam, Germany was opened. It was while visiting this school that Mrs. Eustis decided to educate dogs for the blind, at Fortunate Fields, Mount Pelerin, Switzerland.

Mrs. Eustis said: "It was as though a complete transformation had taken place before my eyes. One moment there was an uncertain, shuffling blind man, tapping with the cane; the next there was an assured person, calm, his dog firmly in hand, his head up, who walked toward us quickly and easily, giving his orders in a low, confident voice." (16) This scene inspired her to publish an article in the *Saturday Evening Post.* (13) Morris S. Frank, of Nashville, Tennessee, heard of the article. He wrote to Mrs. Eustis in Switzerland, inquiring as to the possibilities of obtaining an educated dog and starting similar work in the United

States. When Mrs. Eustis asked Mr. Frank whether he would come to Switzerland for training, he replied, "I'd go to hell for that." (16) Whether or not this was Frank's actual answer, it shows the intense desire of the blind to evade the burden of immobility resulting from the visual handicap.

Frank went to Fortunate Fields; obtained a dog; came back and tested it in American traffic; and reported success. In 1929, the "Seeing Eye" was incorporated in Nashville, but was soon afterward moved to its present site, a short distance from Morristown, New Jersey.

Only a few candidates passed the rigid qualifications required by the Seeing Eye, Inc., in order to become instructors for guide training work. (31) The trainer must be well-educated in animal psychology. He must understand and cope with the problems of the visually handicapped. For a month of his apprenticeship he is blindfolded in order that he may comprehend blindness more fully. He also must know the abilities of the prospective master of a dog so that the right choice of a dog can be made.

At first, only the female German shepherd was accepted for guide training, but this is no longer the case. In order to bring the German shepherd dog back from the show ring to its fine ancestral qualities, a strictly controlled breeding program was set up at Fortunate Fields. (20) Although the German shepherd, the boxer, and the Labrador retriever are the main breeds trained, the emphasis today is not so much on a particular breed but rather on the individual dog. Both male and female are now used. The dog must be educable. That is, it must be trained not only to obey commands given by the master, but also to disobey when circumstances are such that it would be dangerous if the dog were to follow orders. For example, if there were an open manhole and the master commanded his guide to advance, an insufficiently trained dog would jump the danger, whereas an educated dog will go around it. The animal must have certain physical qualities in order to be selected. It must be large and strong enough to pull the master out of dangerous situations. It must be healthy to resist disease. And it must have a weatherproof coat and tough feet to withstand all kinds of weather. After the dog is selected, it goes through a period of immunization in which it is inoculated against diseases.

Although standards are high, only from 2-4% of the dogs fail in preliminary training and another 5% in actual service. (11) The "Seeing Eye, Inc." claims that a large proportion of these failures are the fault of the master rather than the dog. Chevigny backs up this contention when he states, "The principle to remember is this: the dog cannot solve the blind man's personality problems; he can solve only his practical, mechanical ones." (4) It is evident, then, that it is the responsibility of the master to constantly discipline his dog whenever the occasion arises.

The dog's education is started when he is fourteen months old. Some have been successfully trained when already as old as three years. However, the service of a dog to his master is usually only from six to nine years; therefore, the earlier the dog is trained the longer the span of service. It takes about three months to train the dog and another month to adjust the master to the dog. The training consists of obedience, guide work, and intelligent disobedience. If the master is to arrive at his destination, the dog must be able to interpret his commands. The next responsibility of the dog is to bring his master to his goal *safely*. In order to perform this duty efficiently, the dog is trained to cope with all kinds of situations. A lot of the safety factors depend on the ability of the guide to make judgments even though these may be contrary to the directions of the master.

The initial cost of a guide dog to a prospective owner is $150. This includes the animal itself, its equipment, and board and room while the master is in training. The "Seeing Eye" estimates the cost and training of the dog to be about $500. Many owners could not afford this price, so the difference is made up by a unique plan of public contributions. The price charged the master is mainly to instill a stronger spirit of ownership. In the event that a blind person goes back for a second or third dog, the cost is only $50.

It is estimated that only 10% of the blind can benefit from a guide dog. (31) The main reason for this is the age factor. The "Seeing Eye" accepts applicants between the ages of sixteen and fifty. Some visually handicapped people do not like dogs; some are in work where a dog would be a hindrance. Still others are not physically fit to endure either the rigorous training or the increased activity required of one using a guide dog. The applicant must show a desire to get ahead; he must be at least average in intelligence; he must be of good character; and, in order to complete the training, he must be able to adapt himself to the guide.

The approximately one month period which the blind person spends at the training center is not only for adjustment purposes, but also for instructional training in the care of the guide. In order to match the master with the guide, the individual is observed for a few days. If he happens to be a quiet person, a dog with similar traits is given him. If he is active, he most likely will have an active dog chosen to suit his personality. When the choice has been made, then it is the duty of the trainee to win the affection of the guide. The guide and the person spend all their time together. The prospective master learns to give the oral commands which the dog has already been trained to obey. Furthermore, he learns to interpret the signals received through the U-shaped handle which is attached to the harness worn by the dog while working. The guide walks on the left side of his trainee. Thus about two-thirds of the dog is in advance of the individual, and the individual has ample time to react to the warnings given. When the master commands "right", the dog goes right: when "left" is given, the guide goes left. "Forward" means to advance. If the visually handicapped person wants to increase his pace, he commands "hop-up". "Steady" means to slow down. The word "pfui" is given when the master disapproves of the action of the dog. On the other hand, there should always be a word of praise for a job well done. That is what the dog expects in return for the service rendered. The dog reacts according to the situation. At a curb he pulls back and waits until his master has found the edge and gives the next command. As a traffic warning the dog takes a position in front of his master until travel can be resumed again. In case of a step-up the dog sits until his master finds the step. A suspended obstacle presents a constant problem, but a guide dog is trained to guard against this. The guide is helpful in finding entrances and signals approach to one by turning slightly toward the doorway as it is passed. It is the master's duty to indicate which particular entrance he wishes to use. If two paths cross each other, the dog will stop and await further directions.

Another important service the canine guide is trained to render is to retrieve dropped articles. This service is rendered either upon specific command, or often without the knowledge of the master until the dog gives the accidentally dropped article to him.

The wants and needs of the dog are comparatively few. A thorough daily brushing will keep the dog clean. A soap and water scrubbing is neither necessary nor desirable for it washes away the protective oil found under the coat of the animal. Biscuits, raw meat, and table scraps, as long as they are not fattening, make a satisfactory diet. Plenty of exercise and vigilance on the part of the master for signs of illness will keep the guide in good physical condition.

Although only a relatively small number of blind people can benefit from a dog, nevertheless the canine guide has proved its worth. Today, guide dogs lead their masters in country towns and congested cities, from Maine to California, in the vigorous winters of the Dakotas, and in sunny Dixie. The factory worker, the farmer, the student, the professional man, the stand operator, and the salesman all praise the service given to them by this faithful companion and guide.

Part V

Guidance Devices

A paper on "blindness and travel" would not be complete without mention of the recent research carried on in connection with the development of guidance devices for the blind. The writer will not attempt to give a detailed description of actual models developed, but rather to discuss the problems which have arisen in attempts to construct a workable and practical device. If the reader is interested in a detailed description of the various guidance devices developed, he is referred to *Research on Guidance Devices for the Blind,* published in December, 1946, by the National Academy of Sciences. (33)

Many sensational reports dealing with guidance devices have been published in the newspapers and broadcast over the radio in the past few years. These accounts have led to an erroneous belief on the part of many, both sighted and blind, that all problems of travel have been eliminated by the use of such an instrument. (28) Up to date no practical device has been sufficiently perfected to be recommended for general use.

In 1944, the Committee on Sensory Devices was created under the chairmanship of Dr. George W. Corner. This committee was under the auspices of the National Research Council, and was subsidized by the Federal government. Unfortunately, work was discontinued in June 1947, due to insufficient funds. Furthermore, when work was stopped, no successful device had been produced. At the present time, the Veterans' Administration is considering allocating money to carry on this work. The task of the committee was to evaluate the research on guidance devices, and to find means by which a blind person might read ordinary inkprint. A central laboratory, the Haskins Laboratories in New York City, was chosen for the development and testing of models and when the work of the Committee on Sensory Devices was terminated, valuable knowledge had been gathered concerning what a guidance device should actually do, and how an instrument might be constructed.

The general principles underlying the operation of all forms of guidance devices thus far conceived are basically the same, and are precisely the principles made use of with such success during the last war. (28) In radar detection, for instance, the "ranging" was done by sending out ultra-short radio waves. No guidance devices so far constructed employ ultra-short radio waves for two reasons: first, because of the difficulty of making radar devices with a sufficiently short range; second, because of the difficulty of constructing sufficiently portable equipment of this sort. Radar detection involves distances from 500 feet to 200 miles; whereas, the distances with which a blind man has to deal are from zero to about 15 feet, not including moving objects.

Every guidance device makes use of a narrow beam of some form of radiation (light, supersonic vibrations, or high frequency sound waves,) and involves the three fundamental principles of *ranging, scanning,* and *signal presentation.* (28) By "ranging" is meant the estimation of the distance of an object from the user of the device. As stated before, the radiation beam is narrow. In order to locate obstacles, the user must move the instrument with a spiral motion to sweep the immediate area in front of him. This process is known as "scanning". In devices developed thus far, scanning is done by hand. It is felt that, for a device to be suitable, some automatic process must be found which will enable the blind person to scan his path adequately. The third important fundamental principal is "signal presentation".

The problem of signal presentation in guidance devices has already passed through several stages. (28) All the earlier devices were equipped with receiving apparatus which converted the signal into sound which the user could hear through headphones. Obviously, this is not suitable; since it interferes with natural hearing through which the blind are able to gain much information about the immediate environment. So the emphasis today, in guidance devices, is on supplementing rather than substituting for the natural functions of the ear.

The second phase in the problem of signal presentation centered around the attempt to present the signal tactually. This was done in two ways; first, by vibration, either by a vibrating handle or through a vibrating point in contact with the index finger. The chief drawback in this means of presentation was that it required so much power to operate it that the device was too heavy to carry about. The second method in tactual signal presentation was by slight electrical shocks. The pulses were directly controllable by the user, so there was no danger of producing pain. The signals increased in rapidity in direct relationship to the nearness of the obstacle in both methods mentioned.

Recently guidance devices have been developed in which the transmitted beam consists of a very high-pitched, but audible, sound, sent out either continuously or in the form of a series of sharp pulses. With this kind of device, the user gets the impression that he receives the sound directly from the obstacle itself. One disadvantage in this device is that a slight sound is heard even though no object is near. On the other hand, no receiving apparatus is needed since the sound is heard without aid. Furthermore, the ears are left uncovered to acquire additional information. The high pitch of the signal makes it inconspicuous to the passerby, but still audible above traffic noise.

If a guidance device is to be thoroughly practical, the user must be able to detect step-downs. So far, no device enables him to do this successfully. The latest plans aim to solve this difficulty by using a double signal presentation system, one for the step-downs, another for obstacles.

Although no suitable guidance device has thus far been perfected, a new series of research projects is now contemplated. Part of this work is to be carried on by the American Foundation for the Blind. In the light of our background of experience, it is hoped that a workable device will be developed which will aid the blind person in his travel.

Conclusions

Common sense tells us that blindness restricts the individual in his ability to get about. Thus he is also limited in his concepts and has very little practical control over his environment.

The visually handicapped person has definite problems to solve concerning mobility before he can adjust satisfactorily to a seeing society. In trying to solve these problems he is continually attentive in order to obtain and interpret auditory cues. He may choose to use a cane, a human guide, a dog guide or a mechanical guidance device. It must be remembered that, no matter which he chooses, none of these aids is an entirely satisfactory substitute for sight.

Blind people vary as much in their physical and mental makeup as sighted people do. Perhaps the chief factor in the physically handicapped person's mobility is his attitude toward traveling alone. Physical fitness, economic and social desires, along with home environment and degree of adjustment to the handicap all influence the blind person's attitudes.

The ease with which a sightless person gets about depends on whether or not he knows the environment in which he is traveling. In a known situation, he has a mental map of the area as it looks to him. He makes use of his remaining senses. Hearing, touch, smell, and muscle or kinesthetic memory are the most important aids. There is little or no scientific evidence to support belief in the existence of an "obstacle sense" as such. It seems to be a combination of other senses, but chiefly hearing. In an unknown environment, the blind person asks for help.

The war gave great impetus to the retraining of blinded service men. At Valley Forge General Hospital, under the leadership of R. E. Hoover, techniques were developed in the use of the cane to suit different travel situations. As a result of this work, several residential schools have organized courses in foot travel.

It has been estimated that 80% of the blind are over fifty years old. Perhaps the majority of these will not do much traveling alone. It seems, therefore, that a human guide is the most suitable aid in their limited travel. A guide should treat his blinded companion very much as he would a sighted person. He should remember that his eyes must not only serve himself, but also his visually handicapped companion.

Guide dog training was started in Germany as a result of World War I. It was brought to the United States by Morris Frank and Dorothy H. Eustis. Only about 10% of the blind can use a guide dog. The main reason for this is their advanced age. The dog is educated and is proving that he can handle the mechanical and practical travel problems of his blind master. The master must tell the dog where he is going by giving the correct orders. He must also discipline his dog when necessary if he is to work efficiently.

During the last five years experimentation has been going on in an attempt to develop some form of guidance device. This work has been sponsored and subsidized by the Federal government.

Thus far, no workable device has yet been constructed. All devices make use of some form of narrow beam of radiation along with the fundamental principles of *ranging, scanning* and *signal presentation.* By *ranging* is meant finding the distance of the obstacle. *Scanning* means sweeping the immediate area in front of the user. No device does this automatically. The *signal presentation* is auditory or tactual. The most successful presentation is also the most recent—a device in which the signal can be heard by the ear without an aid.

No device as yet detects step-downs satisfactorily. It is believed that this defect may be corrected by a double system of signals; one for the step-down, and another for obstacles.

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RECREATIONAL INTERESTS OF BLIND ADULTS

JOSEPH KOHN AND GEORGE F. MEYER

In June 1949, copies of a recreation questionnaire were distributed to the six field workers engaged in home teaching for the New Jersey State Commission for the Blind. Instructions were to canvass the first twenty-five cases visited without selection. The purpose of the survey was to determine:

1. The recreational interests of blind adults living at home.
2. The relationship between type of schooling and recreational preference.
3. The relationship between the age at onset of blindness and recreational preference.
4. The relationship between the recreational activities of blind people and their probable activities if sighted.
5. The preference for recreation in the company of other blind or sighted people.

This survey reports on the recreational interests and wishes of 151 blind people. The sex distribution is 106 females, 45 males. The median age is 51 and the range from one person under age 20 to two persons over 90.

The large majority (84%) attended regular public school classes. Less than 1% attended a residential school for the blind. At the time of the survey the average individual had been blind eight years. The range varied from blindness of a few months' duration to that of one individual who had been blind 84 years. Of the 151 individuals only 21 (14%) had been blind since birth or very early childhood.

All but two of the individuals surveyed fell into the customary classification of blindness. The breakdown: 41% had no vision; 41% had light perception and/or projection;

Exhibit 1. Recreational Activities of Blind People

Radio listening	81
Visiting	41
Church and church activities	37
Movies and theatre	36
Talking Book reading	27
Entertaining and socials	21
Knitting and other handwork	20
Associations for the blind	18
Dancing	18
Clubs	13
Playing cards	13
Motoring	11
None	11
Walking	10
Music	10
Fishing	7
Other games and hobbies	7
Swimming	6
Gardening	6
Braille reading	6
Community activities	5
Camping	3
Visiting shut-ins	2
Drinking beer	2
Eating at restaurants	1
Bus riding	1
Photography with husband	1

Joseph Kohn is casework supervisor and George F. Meyer is executive director of the New Jersey State Commission for the Blind.

18% had better than light perception and projection up to 20/200.

The accompanying chart (Table 1) shows the number of preferences for activities currently engaged in by the individuals surveyed. Only eleven individuals engaged in no activity. The largest single activity was radio listening, with friend or family visiting and socials second. About one out of four individuals attended church or participated in church activities. No unusual activities were listed with the possible exception of one woman who, together with her husband, had photography as a hobby. In New Jersey, free theatre passes are available to clients, which may account for the fact that movie going was ranked fourth in the list of activities. Although free fishing licenses are also available, there were only seven participants.

Exhibit 2: Recreational Activities Blind People Would Pursue if They Had Their Sight

Would do same as now	32
Drive	20
Participate in competitive sports	17
Read	17
Work	14
Don't know	13
Travel	11
Do housework	11
Visit, entertain, attend socials	8
Attend movies and theatre	8
Participate in music activities	7
Play cards	6
Attend church and church activities	5
Dance	5
Hunt	5
Bowl	5
Do club work	5
Sew	4
Fish	3
Participate in community activities	2
Attend quiz shows	2
Play Bingo	2
Attend lectures	1
Shop alone	1
Swim	1
Do creative work	1
Do crossword puzzles	1
Raise children	1

The most interesting aspect of the tabulation of the recreational activities blind people would pursue if they had their sight (Table 2) is this: practically all of the recreational outlets which some blind individuals feel that they need sight to undertake are already being followed by other blind people. For example, comparing Tables 1 and 2, we obtain the following interesting information:

No. of blind people now performing activity	*Activity*	*No. of blind people who feel they would perform activity, if sighted*
62	Visiting, entertaining, attending socials	8
6	Reading	17
36	Attending movies	8
13	Playing cards	6
37	Church activities	5
18	Dancing	5
13	Club work	5
7	Fishing	3
5	Community activities	2

This list is not intended to be exhaustive. However, it begins to be quickly apparent that blindness is not the basis for determining whether or not a particular activity can be engaged in. The more likely reasons why some blind people feel that they need sight in order to participate in certain recreations are: interest, availability, and the willingness or determination to try. To be sure, certain activities such as active participation in sports (usually baseball), driving a car, or travelling, would require sight and sufficient income. However, these are wishful in character, for which substitutes can be found or substitution from participant to spectator made as is the case with so many individuals whether they are sighted or blind. It is interesting that one out of five individuals indicate that they would be engaging in the same activities—even if they had their sight.

Of the 151 individuals surveyed, 54 (roughly ⅓) preferred their recreational and social activities in the company of sighted people; 77 (roughly ½) said it didn't matter or that they had no preference. Only 20 (approximately 13%) preferred the company of blind people. It is the authors' assumption that the frequency of maladjustment is likely to be greatest in this latter group.

Summary

1. The recreational interests of blind adults are tabulated in Exhibit 1.
2. The study is not indicative of any specific relationship between type of schooling and recreational preference. Only 19 of the 151 individuals attended other than public school classes. There is a somewhat larger proportion among these 19 who would go to work if they had their sight.
3. There appears to be no significant relationship between the age of onset of blindness and recreational preference.
4. As indicated elsewhere, blindness in itself, is not a determining factor in the recreational activities pursued by blind people as compared with those activities they would pursue if sighted. Many blind people refer to the fact that they would engage in certain specific activities if they had their sight. However, most of these same activities are currently engaged in by other blind people.
5. One half of the blind people canvassed show no preference as to having their recreational or social activities with blind or sighted people. One third definitely prefer the sighted and only 13% prefer the company of other blind people.

REHABILITATION CENTER FOR THE BLIND

On September 29th Miss Helen Keller dedicated the new Rehabilitation Center for the Blind, recently established by the division of services for the blind of the Kansas State Department of Social Welfare.

More than eleven hundred persons attended the evening meeting at which Miss Keller gave the dedication address. Other speakers on this occasion included the Honorable Frank Warren, Mayor of Topeka, Miss Evelyn C. McKay, director of social research, American Foundation for the Blind, Mr. Michael J. Shortley, Director, Federal Office of Vocational Rehabilitation and Mr. Frank Long, Kansas State Director of Social Welfare. Governor Frank Carlson also addressed the audience before introducing Miss Keller. Mr. Harry E. Hayes, director of the division of services for the blind, presented scrolls to members of the advisory committee of the division in recognition of their help in the establishing of the new project.

The warehouse section of the new center was converted into an auditorium for the occasion, and the center held "Open House" during the afternoon and evening for several hundred visitors who inspected the building and equipment. The Topeka Lions Club and the local chapter of the Delta Gamma Sorority acted as hosts and hostesses for the occasion.

The purposes of the rehabilitation center are fourfold:

1. A diagnostic and training center.
2. A vocational training center.
3. A workshop offering sheltered employment.
4. A warehouse and shipping depot for the Topeka workshop and the state home industries program.

OXFORD, 1949

AN IMPRESSION

CHARLES H. W. G. ANDERSON

FOR TEN DAYS, sixty representatives from twenty countries lived and worked together in Merton College, the oldest college in Oxford. There were no major disagreements and the conference agreed on a minimum programme of blind welfare, representing the experience and the hope of Western Europe and North America. It may be said that that was what the conference met for, so why be surprised? Largely because such a result would not have been reached without careful preparation. Not the least part of this was the cooperative effort which produced a most admirable comparative statement of blind welfare as it exists in each of the participating countries. Without this survey, the members of the conference could not have approached, nor the organising committee prepared, the resolutions which were discussed, re-drafted, and finally approved. The high quality of this work was maintained in every aspect of the conference, including the all-important domestic side.

Even the most meticulous preparation can provide only the opportunity to do fruitful work. There must be good will amongst representatives and skilled control by chair and committee. These were in evidence from the outset. Despite the need for the interpretation of every speech, a generous patience was shown by waiting speakers, however anxious they might be to state their views, or make their points. That so many representatives were able to contribute experiences and express their desires was the reward of careful session planning and a general acceptance of the ruling of a benevolently autocratic chairman.

Interpretation was a difficulty in full conference, and in those more intimate sessions when a committee, speaking three or four languages, attempted to arrive at a resolution that represented the sense of the discussion, and yet left no grievance. To most of us, language difficulties are not fully realised; we can fumble through a simple foreign text, or spend a holiday under sheltered conditions in some experienced holiday resort. It is quite a different matter to arrive at two texts, one English and one French, each of which means the same to any who may read without any especial background knowledge, without being subject to misunderstanding, or even misconstruction. The professional interpretation was skilled and indefatigable, tongue-tied amateurs helped surprisingly and the jobs were done.

At any conference, the supplements to formal speeches and committee room negotiations are the contacts and exchanges at meals and in common rooms; Oxford was no exception. Names appended to magazine articles and appearing in annual reports took on flesh and blood, and more than either, character; now we know that "A's" stressing at one point comes from the enthusiasm of sincerity, and not from any desire to suppress inconvenient facts, and that "B" presents the

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Charles H. W. G. Anderson is principal of the Royal Blind School, Edinburgh, Scotland.

whole picture, not from indifference, but because he feels he must state the arguments of those unable to put these in person. We learned the sterling good qualities of each of these, and many another. "Authorities" and "experts" became human beings over "Foundation" ham, or Merton cider, and discussions ranged over the whole chartered field of blind welfare, and into corners rarely visited by man. We came to Oxford "workers for the blind", a little impressed by the wisdom of the committee in inviting us. We separated regretfully but gratefully, determined to carry on a partnership of kindred spirits.

This was an international conference held in an ancient university town in the heart of England. So, on two afternoons we visited Oxford colleges under the guidance of enthusiasts who knew their stories and their architectural beauties, and attended a garden party at St. John's College in weather which must have been arranged by our organising committee! Our visit to Stratford must surely be a fragrant memory to us all; a journey through the most English of English countrysides, passing villages, unchanged, or so it might be believed, for centuries, crossing the Fosseway with its memory of an older European unity, to the little town on the river that its son has made the Avon that all the world knows. The lusty Tyrone Guthrie production of *Henry VIII* on an open stage, well cast and fittingly dressed, was a fine setting for an unforgettable Catherine. To those of us not English, these visits must surely have brought into sharp reality that this was an English conference, and that the unhastening orderliness, the assumption that each of us was anxious to give, that, perchance, he might receive, but at any rate was willing to share, was something natural in the setting of our meetings. Without display or regimentation we worked at the task set us, glad to hear the other man's point of view, and determined to reach agreement.

And yet, with this English background and atmosphere, the personalities were truly international. Our chairman, carrying into his retirement the esteem of his countrymen, will have added to this the affectionate regard of those who in ten short days found in him a most kindly gentleman. His deputy, Georges Raverat, of the watchful eye and bilingual brain, crowned his service to the conference by unobtrusive, unremitting work in committee and session alike. The third of the veterans, the untiring general secretary, belied his years of service by his ubiquitous activity; little wonder that the British group unanimously drafted him for further service. From the body of the hall we hear in fancy Amblard and Salis each speaking for French achievements and hopes; Balliste, passionately advocating reform in North Africa; Strehl, Germany's spokesman, still, after thirty years, looking forward; Bentivoglio, telling of Italy's aspiration and need; Denmark's Jorgensen, speaking for Scandinavia, and it seemed, common sense. And in sub-committee and other less formal meetings we recall Tsamados, Allen Trapny and Karterud, and, of course, always the secretariat, cheerfully producing everything, except personal correspondence, while typing prodigiously.

But, of all the speeches, fiery or persuasive, passionate or logical, two remain: Askew's impressively simple statement on training and employment of ex-service blinded, and Smith's reasoned rejection of the claim that the blind should be removed from the duty of citizenship.

ADDITIONAL RESOLUTION

It was further unanimously resolved by the International Conference on the Blind that since in many countries Esperanto Ligilo is a valuable source of information and encouragement to the blind, this Conference commends this magazine, and hopes friends of the blind will give it adequate financial and moral support.

EYE CONDITIONS

C. SOUTER SMITH, M.D.

The subject assigned to me is eye conditions. Since you will not want me to talk on and on like the Dixiecrats when they are filibustering, I must limit the discussion, and have decided you may be interested in some of the newer forms of treatment; also those eye conditions upon which everyone's attention, both ours and the public's must be focused more sharply because of the urgency of early treatment; and last of all, because most of us are women, a new development in ophthalmology which has to do with good looks.

Among the newer forms of treatment are:

1. Beta rays. As radium disintegrates or decays it gives off different rays: alpha rays, beta rays, and gamma rays. In the past, little attention has been paid to the alpha and beta rays because they could not penetrate deeply into the tissues. They lacked the importance of the gamma rays which were able to penetrate more deeply. When radium was used in destroying malignant growths, it was the hard gamma rays that were depended upon, while the soft non-penetrating alpha and beta rays were screened out and scorned. However, it was learned that the gamma rays could be responsible for bad complications when used in and around the eye. They, at times, caused cataract and damage to the retina. In some cases this is not important. If, by curing the malignant growth, the patient's life can be saved, then it is worth while to sacrifice the vision of the eye.

But recently the downtrodden soft beta rays have come into their own. The fact that they cannot penetrate more than 2 mm. into the tissues had caused them to be discarded as worthless. Now that quality is realized as their greatest asset. Because of their feeble penetration they do not reach to the lens of the eye, or the retina, to damage them. And so with very little danger they can be used to great advantage in treating conditions of the eyelids or the surface of the eye ball.

For instance, small malignant growths on the anterior surface of the ball can be treated successfully with beta rays; also pterygia and vernal conjunctivitis (spring catarrh). Beta rays also give great promise in the treatment of corneal scars. Faint opacities of the cornea can be cleared. Somewhat heavier scars are often cleared to the extent that the patient can carry on without a corneal transplant operation. Dense corneal scars with large blood vessels running to them which are poor surgical risks may be treated with beta rays and made better risks for the corneal transplant operation.

It is hoped that these rays may be used beneficially in diseases of the cornea caused by tuberculosis, syphilis, and brucellosis.

However, the use of beta rays is new. Only a few of the larger eye clinics are equipped for this type of treatment, and their experience with it up to now has been too limited to warrant more than preliminary reports. There is a good chance, however, that its field of use will be a large one.

This paper was read at the Midwestern Conference of Home Teachers, held at Springfield, Illinois, May 11-13.

Dr. C. Souter Smith is a prominent ophthalmologist in Springfield, Illinois.

2. Corneal transplant or keratoplasty. Most of you know this as an operation in which a window of clear normal cornea is transplanted from one eye to another eye in which the cornea is so scarred and opaque that the patient sees little through it, or to a cornea which does not have the normal flat curvature, but which has a central protrusion, a condition called keratoconus.

Because it is comparatively new we have not had time to properly evaluate this operation. The average ophthalmic surgeon does not do it. Among those who perform the operation some are overly enthusiastic; others are gloomy about it. To get a good perspective of the results, the American Academy of Ophthalmology and Otolaryngology made arrangements for a group of large eye clinics in the east to pool their reports on the operation so that the combined data would be sufficiently extensive for worthwhile statistics. These clinics were: the Wilmer Ophthalmological Institute of the Johns Hopkins Hospital and University, Baltimore; the Manhattan Eye, Ear, and Throat Hospital, New York; the Massachusetts Eye and Ear Infirmary, Boston; the New York Hospital, New York; the Hospital of the University of Pennsylvania, Philadelphia; the New York Eye and Ear Infirmary, New York; and the Institute of Ophthalmology of the Presbyterian Hospital, New York.

The material of the pool included reports on 417 corneal transplants. The conclusions were published last November in the American Journal of Ophthalmology. Among them were:

(1) That the transplanted cornea remained clear in 36% of the cases. Therefore there was approximately one chance in three that the operation would be successful.

(2) 11% of the cases operated obtained a final visual acuity of from 20/30 to 20/20 but almost as many (9%) lost all vision, even light perception, as a result of the operation.

(3) Of a group of twenty-four cases having vision of 20/100 or more before the operation, more than half suffered a reduction of vision as a result of the operation. These figures, it was thought, indicated that it is probably unwise to perform the corneal transplant operation on an eye that sees 20/100 or more.

(4) The best results were obtained in keratoconus (the protruding cornea) and in scars from interstitial keratitis. The outcome was poor in scars from chemical burns, scars from trauma, and those from ulcers caused by gonorrheal infection.

(5) The final conclusion of the survey was that the visual results after corneal transplant operations in patients with preoperative vision of 20/100 or better do not warrant the risk of the operation.

3. Chemotherapy and antibiotics. The eye conditions responding to these forms of treatment include almost all active infections of the eye. By chemotherapy we refer mostly to the use of chemicals called sulfonamides; sulfanilimide, sulfathiozole, sulfapyridine, and sulfadiazine. The antibiotics we know best are penicillin and streptomycin. Antibiotics are queer substances. They are products of certain microorganisms capable of damaging other microorganisms. From the different types of microorganisms we obtain different antibiotics. From bacteria is derived an antibiotic called tyrothiricin, not very well known; from one kind of fungus comes streptomycin, and from another fungus we obtain penicillin. Both the sulfonamides and antibiotics are effective in fighting infection but the antibiotics are much more powerful than the sulfonamides. Penicillin, weight for weight, is a hundred times as potent as sulfanilimide.

But, effective as penicillin is against infections, it is, almost harmless to man.

Among infections of the eye inhibited by the sulfonamides and penicillin is the gonococcus infection, formerly responsible for a high percentage of blindness. It caused the dangerous ophthalmia of the newborn and the even worse gonorrheal conjunctivitis of adults. With our old treatment gonorrheal ophthalmia ran a course of several weeks with many eyes badly damaged. With sulfonamides the duration of the disease was reduced to days. With penicillin it is reduced to hours, and with almost no bad end results.

Penicillin is likewise effective against streptococcic and pneumococcic infections of the eye. It is our most effective weapon against syphilis, and the ocular complications of syphilis.

Sulfanilimide is recognized by most ophthalmologists (but not all) as of great value in the treatment of trachoma.

Streptomycin is the antibiotic of choice in brucellosis, tularemia, and tuberculosis. But streptomycin is still too new for us to know much about it.

There are eye conditions in which early treatment is essential to avert disaster. To alert the public to the danger of these conditions we must crusade, and there could be no better crusaders in the cause than members of this group.

One is glaucoma, still enemy number one of vision. To quote from the 1948 annual report of the National Society for the Prevention of Blindness: "It is estimated that one out of eight blind persons in the United States today is a victim of glaucoma—and it is estimated that at least 800,000 others are suffering from the disease without realizing it, and will lose their sight unless they are found, warned and treated in time." In the words of another doctor: "In glaucoma, like cancer, disaster is inevitable unless vigorous steps are taken early." You are all teachers with influence in your communities. Never lose an opportunity to urge anyone whose vision is gradually failing to consult a competent ophthalmologist. The failing sight may mean glaucoma. The progress of that disease can be arrested, but lost vision caused by it cannot be regained.

Another condition to fight is squint in little children. If their crossed eyes are not straightened by glasses in one year's time, correction by operation is indicated. This is so for two reasons: first, eyes should be made straight by the age of six so that loss of vision will not develop in the crossed eye; and secondly, because under the age of six the chance of developing binocular vision is good; after six it becomes progressively less with each year.

What one of us is not interested in good looks? It is therefore welcome news that there are new, greatly-improved implants now being used after removing an eye which make the artificial eye look almost completely natural. With them the artificial eye moves almost perfectly and in unison with the other eye. A close observer can hardly tell which of the two eyes is the artificial one, and a stranger never notices that one of the eyes is artificial.

The implant is a plastic ball with a strip of wire mesh encircling it. The muscles of the eye which has been removed are sutured to the wire mesh of the implant and form a strong and permanent union with the implant just as they did with the eyeball. Since the muscles of the two eyes act in unison the implant moves almost exactly with the other eye. By attaching the artificial eye to the implant, it also moves in unison with the sound eye. The attachment is accomplished in this way: the anterior surface or front of the implant which is left open has a rectangular hole in it. The posterior surface or back of the artificial eye has a rectangular peg which fits into the hole of the implant. In addition to the natural movement of the eye, there is another advantage. Being fastened to the implant by the peg, the artificial eye does not sink down, leaving a depression under the eyebrow, but stays in the position of the normal eye with no deformity of either lid. The cosmetic results are excellent.

At the Massachusetts Eye and Ear Infirmary they have used the implant in a series of cases in which the eye had been removed many years previously.[*] They report that the operation is difficult and tedious but that the results are so good that it is well worth the effort.

WRITTEN COMPUTATION ON THE PICHT BRAILLE WRITER

FRIEDRICH LIEBIG

THE USE OF a braille writer in written arithmetic has great advantages over working with a slate and stylus and permits a closer approximation to arithmetic work as done by the seeing. The constant turning of the paper becomes superfluous, the figures appear immediately in embossed form and the reversal of direction which often leads to mistakes is avoided.

It is important that a fixed starting point be determined from which one can move forward and backward during the actual working process. The fixed starting positions are the left and the right end of the carriage.

First, addition is done as follows:

105,013
1,005
44,710 150,728

The result is placed on the same line as the last figure in the addition but at the extreme right. This permits easy reading, facilitates correction and saves one line. It is recommended that the figures be written with one hand so that the reading finger does not have to leave the row where the adding is being done.

Second, subtractions are carried out in a similar manner. Particularly there should be mentioned the subtraction of several figures, as for instance when separate amounts must be subtracted from a given figure such as in the following example:

80,000

4,616
12,805
425 62,154

Experience has shown that it is better to insert an empty line between the minuend and the subtrahend so that the reading finger becomes aware of the end of the addition row and the difference can be determined more easily.

Third, multiplication demonstrates the full value of the use of the braille writer. Following is an example:

16.045
2.37 32090
48135
3802665 112315
38.03

The factors are intentionally written in two lines because in this way they are brought close together and at the same time separated better than in other more confusing methods of notation. Directions for the multiplication

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Mr. Friedrich Liebig was a teacher of the blind for many years and was director of the State School for the Blind at Ilvesheim, Germany. Dr. Berthold Lowenfeld was kind enough to translate this article.

process which should be given aloud to the beginner are as follows (after the factors have been written down): "Let the carriage go to the extreme left (by use of the carriage release lever). The multiplier has three digits, therefore back space three spaces. Now multiply by 2: 10, 9, 0, 12, 3 (after each figure written the back spacer must be operated twice). Next line: back space twice. Multiply by 3: 15, 13, 1, 18, 4. Next line: back space once. Multiply by 7, etc. Move the carriage to the right approximately to the center (the reading finger is used to arrest the carriage). Now add. Next line: draw the carriage to the position of the left starting point. Five decimal places are determined, the product is rounded off and then written from left to right."

The solution is thus placed directly under the example and all partial results at the right.

Fourth, in division the quotient is always placed on the left. The example and the result are separated from the other notations by two lines (dots 2 and 5) for the purpose of better orientation. The three-fold partitioning of the operation appears thus:

2,316.52 ÷ 1.07
231652
÷ 107

2	176
1	695
6	532
4.	1040
9	770
7	21

2,164.97 Rem. 21

Attention must be paid to the fact that before the differences are written down in each step at the right side the back spacer must be used once so that the next digit can be added. This has the advantage that the reading finger can follow the operation without too long a search.

A very useful aid in this kind of arithmetic work is a little reading plate made of light metal. This can be attached to the carriage and prevents the paper from dropping back. Whatever is written lies on this plate and can be easily read by the reading finger.

CONTEST FOR BLIND COMPOSERS

The Braille Musical Club of Chicago is happy to announce its fifth annual original composition contest for blind composers.

The club's initial contribution to this contest together with the Richard Schmidt memorial annual award, is further augmented by generous gifts from loyal friends with an especial understanding of and interest in this phase of our club's work. Thus, this contest fund will vary from year to year according to your response; *especially* your letters as to just what this contest means to you.

The committee will begin, this year, to investigate the possibilities of public performance of the prize-winning compositions.

Not less than three prizes will be awarded in each division and any ties will be met.

Be sure to read about and to follow division classifications and the contest rules most carefully.

Classification.—Division I. Compositions known as major works; such as the longer sonata forms in instrumental solo or instrumental ensemble, also vocal ensembles with accompaniment. First prize, $100.00.

Division 2. Vocal solos with accompaniment. First prize, $50.00.

Division 3. Instrumental solos in the shorter forms. First prize, $50.00.

Rules:

1. All compositions must be your own, original and *positively* unpublished.

2. Title of composition, followed by division number, should appear at the top of the first page of each entry (in the case of songs, the lyric writer's name should be given; but if lyrics are original, the word *original* must replace the author's name). Neither composer's name, nor a pseudonym, nor any

mark of identification is permitted on manuscripts.

3. Title of composition, division number, and name and address of composer should be clearly written on a separate sheet, sealed in an envelope, and enclosed with each entry.

4. Compositions may be entered in all divisions of the contest but only one may be submitted in each division.

5. All entries, this year, should be presented in clear, legible, ink manuscript. These should be well protected and mailed flat, and in the mail *no later* than March first, 1950. To assure the safe and prompt return of your manuscripts, be sure to enclose return postage and mail to the contest chairman, Mrs. Adeline Boehler, 649 Oakdale Avenue, Chicago 14, Illinois.

6. No former prize-winning composition in our contest will be eligible in this year's contest, and the decision of our board of carefully chosen and nationally reputable judges will be final. The judges also reserve the right to declare "no contest" if, in their opinion, there is no entry worthy of a prize offered, and any such prize will then be added to next year's prize money.

WHITE HOUSE CONFERENCE

The theme of the Midcentury White House Conference on Children and Youth, for which planning is under way at the request of the President, "shall be to consider how we may develop in children the mental, emotional, and spiritual qualities essential to individual happiness and responsible citizenship." The date for the conference will be the week of December 3, 1950. The national committee is composed of fifty-two educators, physicians, clergymen, businessmen, economists, and civic, labor and farm leaders.

This is the fifth of the White House Conferences on Children called at ten-year intervals by the President. Earlier conferences have studied the physical and economic problems affecting children, and have resulted in improved conditions and needed legislation. This one is to be a citizen's conference, with full participation from parents and youth, as well as those working in fields of child development. Numerous state committees are being formed to provide pre-conference fact finding and to promote home-town participation in conference activities. In this it differs from previous conferences, since major emphasis is being placed on fact finding and recommendations beforehand, with the conference devoted to analyzing information and developing follow-up action programs.

Focus

The Midcentury White House Conference on Children and Youth bases its concern for children on the primacy of spiritual values, democratic practice, and the dignity and worth of every individual. Accordingly, the purpose of the conference shall be to consider how we can develop in children the mental, emotional, and spiritual qualities essential to individual happiness and to responsible citizenship.

To do this the conference shall—

(a) bring together in usable form pertinent knowledge related to the development of children and indicate areas in which further knowledge is needed;

(b) examine the environment in which children are growing up, with a view to determining its influence upon them;

(c) study the ways in which the home, the school, the church, welfare agencies and other social institutions, individually and cooperatively, are serving the needs of children;

(d) formulate, through cooperative efforts of laymen and specialists, proposals for the improvement of parental, environmental and institutional influences on children;

(e) suggest means whereby these proposals may be communicated to the people and put into action.

Adopted by the National Committee
September 9, 1949

THE FIRST SIGHT-SAVING PROGRAM IN ALABAMA

JUNE RICE WOODWARD

Visitors to the Alabama School for the Blind at Talladega are quite surprised to find many children who can see. The school has always admitted, not only the totally blind child, but the child with vision so defective that he cannot acquire an education in the common schools of the state. The school for the blind is the rightful center in Alabama for the study and treatment of eye defects in children of school or preschool age. This program should include the recognition of ocular conditions in a child that may lead to blindness in later life.

The partially seeing child does not need to learn to read braille and in theory does not belong in a school for the blind, but there has been no other place for him. Many of these children will retain what vision they have, and it is believed now that even those progessively becoming blind should gain as many visual images as possible. They may learn braille when and if they need it. In fact, the administration has asked that the name of the institution be changed to Alabama Braille and Sight-Saving School. The late Dr. H. G. Dowling, president of the Alabama Institute for Deaf and Blind, and Mr. Carl Monroe, principal of the school for the blind, established a sight-saving program for high school pupils in the spring of 1948. The new president, Dr. J. E. Bryan, is equally interested, and classes for the partially seeing in the elementary grades were opened under his direction at the beginning of the fall term of 1948-49.

Children with visual acuity between 20/70 and 20/200 are accepted in the sight-saving program. It is important to note that every child so classified is placed in a sight-saving class only upon the recommendation of the ophthalmologist.

The ideal would be a sight-saving program in every city or at least in every county. But in Alabama the towns and cities have not yet been able to care for these children because of a lack either of money, teachers, or enough children to enroll. The classroom teachers in Alabama can be of great help in finding such children. It is desired that in time sight-saving classes be established in Birmingham, Gadsden, Mobile, and Montgomery. The residential school in Talladega will always serve children from areas that cannot be reached by the cities named. This school is public, with a nine months' term, entirely state supported, and is available for all eligible children. In the elementary grades at the school there are thirty-nine children eligible for the sight-saving program. The regular grade teacher and the sight-saving teacher share the responsibility of educating these. The special teacher teaches reading, writing and arithmetic because these subjects require close use of the eyes. The children are also taught eye hygiene, the need for which is obvious. The

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This article was received during the past school year. It is interesting to note that an additional teacher has been added and that the room for primary pupils is at the school for the blind, that for intermediate pupils at the public grade school and that for advanced pupils at the public high school.

Miss June Rice Woodward is elementary sight-saving teacher at the Alabama School for the Blind. She received her education at the University of Alabama and special training in the education of the partially seeing at Florida State University.

special teacher keeps all records and reports on the children. The child does all other subject matter work with the regular class in the school. He receives his assignments from the regular teacher and prepares them in the sight-saving room. When the lesson to be prepared is not available in large type or on records, the special teacher reads it to him or prepares it in large print on the eighteen or twenty-four point typewriter. It is emphasized that the sight-saving teacher instructs but does not coach or prepare the child's lessons for use under other teachers. The child is the one going to class, so the school desires him to do as much of his own thinking and preparation as can be reasonably expected.

Since the partially seeing child is supposed to be taught music by rote, this fits in perfectly with the established singing classes for the blind, as they are taught by this method. As there is no print music available in large notes, the piano teacher must prepare the music for the child so he can read it, or else teach by rote. The same holds true for band work. As typing is taught by the touch method this presents no problem. Pupils learn to use the ordinary typewriter as well as the eighteen point typewriter, the keyboards being identical.

The school is fortunate in that the elementary pupils are allowed to take manual arts. It is of interest to note that certain activities in which the blind participate so successfully, such as chair caning, weaving and knitting are not desirable for the partially seeing. For such work the latter children will use their eyes which should have no such close unnecessary strain on them. But there are many valuable things for them to learn in the manual arts department.

Mr. F. L. Harwell, superintendent of the Talladega city schools, the city of Talladega, and the city board of education have allowed the state school to enter twenty partially seeing boys and girls in the junior and senior public high school classes. These students upon completing the required work will receive diplomas from the city schools. There is a special sight-saving room located in a city school building. The state equips the room and provides the special teacher. The special teacher continues to teach reading, writing and mathematics. The students go back to the special room for study hall and help from the sight-saving teacher. Again, the special teacher is not supposed to prepare the student's lesson for him but to find and present material to the pupil by reading to him or preparing the material so the pupil can read it for himself. The school desires a growth of comprehension and independence.

There is nothing mysterious about a special room set up for the partially seeing children. It is of average size, preferably one with a northern exposure because this affords a comfortable, uniform light without sun glare. Artificial illumination is such that there is ease and comfort of seeing. A level of thirty foot candles is recommended for ordinary schools, and in order to compensate for partial vision a level of fifty foot candles is provided. Indirect fluorescent illumination is used. The study halls are also specially lighted. The teachers are equipped with light meters so they may check the room at intervals. It has been found that light green is the best color for the walls of a sight-saving room because of its reflection factors. The light, gray-green chalkboard is used because it reflects more light and affords good contrast for white chalk. With the approval and through the interest of Dr. Bryan such a room was prepared in Oliver Hall, the school building on the campus of the school for the blind, during the summer of 1948. Here the elementary sight-saving classes are taught.

Large type books are obtained from the Clear Type Publishing Committee, Stanwix House, the American Printing House for the Blind, and Scott, Foresman and Co. They are very expensive. The Winston School Dictionary costs thirty-eight dollars. As far as possible texts are the same as are used in the regular public schools. What do we mean by large type? In sight-saving books twenty-four point type is used. The capital letters are one-third of an inch high and smaller letters are in proportion.

The elementary sight-saving teacher, Miss June Rice Woodward, has had teaching experience in both the public and the residential school. She received her education at the University of Alabama and special training in the education of the partially seeing at Florida State University. Mr. Braxton Tatum, formerly a teacher of the blind, is the high school special teacher. He received his training at Jacksonville State Teachers College and at George Peabody College for Teachers.

It is appropriate to mention in this article the arrangement between the Alabama School for the Blind and the University of Alabama Medical Center in Birmingham, where children, in addition to receiving treatment in the Thigpen-Cater Eye Clinic, are examined and treated for any ear, nose or throat ailment. The school bus has taken a group of pupils each week to Birmingham for further testing with instruments and devices not available in Talladega, but now the school hospital has its own slit lamp as well as audiograph. Operations are performed in Birmingham and glasses obtained at the dispensary there. Parents help to pay the expenses if able, but regardless of financial status, the child who needs treatment receives it. Considerable aid is given by the Lions Club and the Sight Conservation Association. Dr. Kracke has said, "The philosophy of our medical college is more than the training of doctors. It is the rendering of the greatest public service to the people of Alabama. With pleasure we clasp hands in this great work. We are honored and duty bound to aid the children of the institute."

The Alabama School for the Blind already can say that this arrangement is working smoothly and to the great benefit of the children. The ideal sight-saving program in Alabama would allow the child to remain at home and attend school. However, in every way possible the state school compensates for being a boarding school. There is no expense attached to residence. The children receive the best medical care, excellent academic teaching, spiritual guidance, manual arts and physical education instruction, individual lessons in piano, voice and band. There are many parties and treats for the children, given by the state and the staff during the year. The school is indeed fortunate in having principal, teachers, and housemothers who love the children and try to make their time with the school in Talladega pleasant as well as profitable.

DR. OLIN HOWARD BURRITT

The blind and their friends were saddened last summer to learn of the passing of Dr. Olin Howard Burritt. In tribute, it seems fitting to quote extensively as follows from the remarks of Rev. Alvin Smith, of the Overbrook Presbyterian Church, who conducted the funeral service.

How appropriatte it is for us to turn at this time to that tender passage in Holy Writ where it is recorded: "We look not at things which are seen, but at things which are not seen; for the things which are seen are temporal, but the things which are not seen are eternal." Indeed, this occasion proves anew that the invisible is the eternal! And as we now mark the passing of one who did so much to bring sight to the sightless, how comforting it is to know that we can take refuge in the thought that the greater and better part of life is out of sight! It is this conviction which has in it the power to break down all barriers of space and time, to merge the future and the present in a blessed sense of timelessness, and to fill every mood and posture of the soul with a sense of the presence of God. So it is that at the time of his passing, we are in a fuller measure enabled to catch a vision of that Eternal City in which he now resides—to see, because of him, those things which are unseen.

When we have summarized all of the qualities that go to make up a great human character, and which we found in him, we must ever return to what was the main point; like our Savior of old, he cared for the blind! Like that portion of scripture read a moment ago, he engaged himself in one of the most noble and self sacrificing endeavors—that of enabling persons to see things unseen! When a son lost his sight at the age of five, Dr. Burritt became interested in the education of the blind, and to this high calling he devoted thirty-five years of his life. And a mere mention of the many accomplishments credited to his name in life and to his glory in death in this endeavor, would be too time consuming to engage us here. Suffice, then, to outline merely the more singular.

Dr. Burritt was born in West Sweden, New York, eighty-two years ago, on November 9, 1867. After receiving two degrees from the University of Rochester, he served four years as principal of the high school in Schuylerville, New York, and an additional four years as principal of Franklin Academy at Malone, New York. It was during this latter period that the son was rendered blind, and the father turned his vast storehouse of energy to the field of education for the blind. For seven years Dr. Burritt served as superintendent of the New York State School for the Blind, before coming to the Pennsylvania School for the Blind, which is located here in Philadelphia, and which was later chartered as the Overbrook School for the Blind. For twenty-nine years he served this school as principal, before retiring in 1936.

In addition to these administrative and teaching triumphs, Dr. Burritt was instrumental in having the Pennsylvania School for the Blind transferred from the Department of Public Charity to the Department of Public Instruction; he installed an original department of pupil mental measurement and research; he did much to maintain a high standard both for faculty and pupils in blind schools; he was appointed by the Surgeon General in World War I, to aid the training and rehabilitation of the war blinded; he was called by a Royal Commission of Canada to conduct a survey of the welfare of blind persons in certain provinces; he was dean of the Workers for the Blind of America in the U.S.A.; he served as a trustee of the American Foundation for the Blind; he took an active part in the development of recording literature for the blind. In addition, he was the author of many articles for educational and other journals.

In 1926, the University of Pennsylvania, recognizing his noble endeavors, granted him an honorary Doctor of Science degree. He is described as having been a gifted teacher, a wise administrator, a fruitful author, a sympathetic friend—and one who always endeavored to see the good in every individual and every situation.

The speaker visited Dr. Burritt shortly before his death. Even at that late hour, an untold reserve of patience was everywhere in evidence. One remark he made upon this occasion symbolically serves as the key by which his many other accomplishments might be interpreted. Looking at the youthful minister who had come to pay him a visit, Dr. Burritt asked: "Have you had any tragedy in your life yet?" Apparently, according to his philosophy of living, tragedy was always the stepping stone to opportunity. The facts of his life indicate that it was so for him. In a sense, there was tragedy ever caressing his days. A tragedy prompted his great life of service for the handicapped. Tragedy made of him an understanding friend of the unfortunate, one who understood and sympathized. He took the time needed to help others with difficulties, and would spend hours, it is said, comforting distressed parents.

Like that Man of Sorrows who inspired the New Testament, Dr. Burritt was a man acquainted with sorrow. And yet the cheer which he radiated in difficult situations is nowhere more clearly noted than in the following expression he repeated frequently: "Our worries of tomorrow will never come."

And so it is that his earthly race has been run. The final chapter has been written. And we, now reflecting upon the noble mission to which he gave himself, find our sure refuge in that great principle by which he lived, and which his death now reflects: "We look not at those things which are seen, but at those things which are unseen; for the things which are seen are temporal, but the things which are not seen are eternal."

"Now the laborer's task is o'er,
Now the battle-day is past;
Now upon that distant shore
Lands the voyager at last.
Father, in Thy gracious keeping,
Leave we now Thy servant sleeping."

In addition to Dr. Burritt's services to the blind mentioned above, our readers will be interested in recalling others, not so well known to the general public. Dr. Burritt was intensely interested in promoting the employment of blind persons in order that they might lead a fuller and happier life. To foster this he established a city office and salesroom, with Liborio Delfino as employment and placement agent. The success of this venture did much to increase interest in the economic rehabilitation of the blind and to encourage state and federal services in their behalf. Dr. Burritt was active on the vocational guidance committee of the American Association of Workers for the Blind and did much to expand the employment outlook for students in schools for the blind. He was active on various other committees of this association, especially in connection with education. He served on the executive committee, as vice-president for two terms, and as president of the American Association of Instructors of the Blind.

He was also interested in the home teaching of the blind, and, to improve this, he established the first systematic course for the training of home teachers in connection with a recognized school of social work, thus aiming to raise such employment to the level of other social work. This paved the way for his efforts, as a member of the committee on teacher certification of the American Association of Instructors of the Blind, to improve the qualifications of classroom teachers of the blind and to provide for their certification.

Early in his educational work he recognized the plight of mentally retarded blind children and started separate training for them. Later, a working relationship was established with the Royer-Greaves School for the Blind, whereby children were sent to the school in Paoli and if they adjusted and improved sufficiently were returned to Overbrook.

He saw in the America Foundation for the Blind great possibilities for the future welfare of the blind, gave it his wholehearted support from the beginning and served for many years as secretary of its Board of Trustees.

Throughout his long period of service to the blind, Dr. Burritt always seemed able to see what was wrong and to have the right solution for it. He wrote prolifically and spoke earnestly and authoritatively concerning the prevention of blindness and what could and should be done for and by those already blind. In his retirement and passing the blind lost a wise leader, a sympathetic friend and a devoted champion. Everyone in work for the blind will continue to miss him.

THE SUGGESTION BOX

By the Technical Research Department

Plasticanisters. In some parts of the country, it is a little late in the season to be announcing this new device which, because it provides an antproof housing for sugar and similar foodstuffs, will be a real boon to many a bachelor or housewife. However, there are enough advantages besides to make it seem like a fairly good cold weather product, quite apart from from what it does to help starve ants.

The product is a combination of canister and measuring cup. The canister itself has a transparent body with a tight-fitting lid of opaque plastic. The body measures 4″ by 5½″ by just under 8″ high—large enough to hold two pounds of coffee or five pounds of sugar. The bottom is made of two parts, one of which is shaped to receive a measuring cup.

The measuring cup is made of two oval parts. One has a solid bottom and slides inside the other. The solid-bottomed cup has notches along the outside. At the center of one side these indicate rounded tablespoons (two level tablespoons). The other tablespoon markings are at the left of the other side, and at the right are the quarter, third, half, two-thirds and three-quarter cup notches. By sliding the notched cup into the sleeve to the correct notch, the housewife can fill the balance of the sleeve and get the correct measurement. For a full cup, the solid-bottomed section is filled.

In operation, the measuring cup is set up into the bottom of the canister and then pushed or slid towards the center of the canister. When it reaches the center, an opening in the bottom allows the sugar, coffee, flour, cornmeal, or whatever to fill the measuring cup. The cup is then slid back to the side where it can be removed. A lip in the bottom holds it in place till it is all the way to the starting position.

While, compared with metal canisters, this is relatively expensive, the protection it gives against ants and other hazardous walking life makes it seem a good thing, especially when the ease of measurement is added on. Only one measuring cup need be bought, and as many canisters as required may be ordered separately. The price of the set is $3.00 and the price of separate canisters is $2.00.

Incidentally, the cup may be used as a liquid measure, too, although a drop or two may seep through. After such use, the cup and sleeve should immediately be separated, washed and dried thoroughly before being reassembled.

Double-Faced Adhesive Tape. The Scotch tape people have been making a lot of ballyhoo lately on new uses for ordinary Scotch tape. So far, they have not mentioned double layers for braille phonograph record labels. And they don't even talk about their No. 400 double-coated tissue tape, which undoubtedly has more uses than meet the eye.

For one thing, take the brailled plastic strips in the canned goods marker kits. This tape makes for a very easy way to anchor such labels to other things—say, phonograph records. Simply write out the braille, stick the tape to the back, pull off the protective coating from the other side, and apply to the object to be labelled.

The tape comes in all widths, from ¼″ up, but this department has decided to handle regularly the ¾″ width. There are thirty-six yards in a roll, and the price is $2.25, postpaid.

Self-Threading Needles. A new supply of self-threading needles has been *promised* for

September. If all goes well, they will be available when this appears. The supply will be even less than last year, when over 5,000 packages disappeared in almost no time. One good feature is that Millward, the manufacturer, has agreed to sell these needles only to the blind.

It will be necessary to ration severely, and only one package can be sold to each person. Agencies should survey their needs carefully and order in the most conservative manner. Good liaison has been established with the factory, and there should be no reason to try to hoard. It seems likely that there should be, from now on, a steady trickle of these needles—enough to care for normal needs.

The price will be fifteen cents per packet of ten needles. If orders are placed and needles are not yet on hand, such orders will be held without acknowledgment until shipment can be made.

LOCKLID SAUCEPAN. One of the national advertisers put on a vigorous campaign, in which, for so many box tops and so much money, anyone could get a pan with a special lid which simplified draining cooked food. Investigation revealed that the advertiser in question had the complete output of the pan factory tied up by contract for that particular pan, but that a much better pan is being made. However, this can only be bought as part of a kit sold by door-to-door salesmen. Arrangements have now been completed so that any blind person can buy these pans separately. The pan itself is stamped out of very sturdy ten-guage aluminum and is rated as a three-quart saucepan. The upper section flares out, and the domed lid fits inside the flare. Two pins in the pan fit into a kind of double bayonet socket in the lid, so that the lid will not come off if it is turned to the right or left of "neutral." Six holes in the flared section match holes in the lid when the lid is turned left with respect to the pan handle. The price, postpaid, is $3.00.

NON-SLIP CHECKING ACCOUNTS. A student in Nashville has sent in a simple little stencil that aids her in filling out her checks. Like so much nowadays, it is plastic. It is designed only for filling out checks on a typewriter (except, of course, the signature). The stencils will be supplied to anyone sending in a sample check, for the price of 50 cents.

NON-SLIP FLOOR COATING. A couple of months ago, non-slip floor "waxes" were mentioned in this column. At the time, it was not evident that these waxes were virtually all available only to commercial users. The insurance companies, telephone companies, banks, hospitals, etc., could obtain them—and are obtaining them—but no one puts them out for the ordinary householder. In spite of the fact that most accidents occur in the home, homebodies, even if alert to safety on the job, forget it when they reach their easy chairs.

Arrangements have now been made so that blind people may buy one of the underwriter-approved products, "Anti-Skid Emulsified Plastic Floor Finish." It is applied with a mop or applicator, requires no buffing, and is said not to show scuff marks. It requires renewal far less often than wax, and is cleaned with a damp mop. It may be ordered either from Thomas P. Casey, 359 Pearl Street, New York, or from Shraylite Company, 2019 Center Street, Cleveland 13, Ohio. The price in single gallon cans is $3.50, f.o.b. shipping point, or, if groups order together in lots of six gallon cans, the cost is $3.00 a gallon, f.o.b. source.

Since all wax and dirt must be off the floor before the anti-skid is applied, Shraylite Wax and Oil Remover may also be ordered. This sells at $1.75 a gallon, which dilutes to eleven gallons of remover solution.

TRANSLUCENT RUBBER. For use with raised line drawings, efforts have been devoted to finding a more nearly transparent rubber so that drawings might more easily be traced. Mr. H. P. Sewell, the discoverer of the principle employed in the Raised Line Drawing Boards, has now found a means of impregnating the rubber in such a way that light losses are reduced to such an extent that it is possible to read ordinary text through the rubber. By laying the sheet over the drawing or graph to be copied, the drawing can quickly be made on a sheet of cellophane placed over the rubber. The sheets are being supplied in 9 x 12-inch pieces at a postpaid price of 60¢.

No More Bacon Fryers. Unfortunately, the manufacturer of the bacon fryers has decided to discontinue the item. No more are available, therefore, and search is being carried on for an adequate substitute. Those currently on the market are too expensive.

Holmes Gift Fund. It has been a rather difficult problem to select suitable gifts to be offered to needy applicants under the Walter G. Holmes Gift Fund. We offered Baby Ben clocks one month, and received so many requests that many had to be disappointed. We offered braille cards and received almost no requests. This month we will try something in between—coffee dispensers—with the reminder that, since the funds are limited, only the first applicants may have their requests filled. Sixteen gifts will be available.

Unfortunately, many readers got the impression that the Murrah Fund, through which these gifts are made possible, was more extensive than it is. Actually, it provides only $10.00 a month, so that only a very limited number of relatively small gifts are allowed. Requests for stoves, refrigerators, typewriters, radios and the like are completely out of the question. Even of the smaller things, not nearly enough can be offered to fill all the requests which are received.

Pocket Ash Tray. A miniature "Silent Butler" is now available to eliminate the often vexatious nuisance of locating ashtrays at parties, public meetings and gatherings where people seem to delight in moving regular ash trays to unexpected locations.

In the luxury price class, it is nevertheless handy enough for sighted people to pay $2.00 for it. It consists of a 1⅝ in. circular container with a satin finished snap cover. From the back extends a neatly carved 1½ in. handle. It is made of gold-colored metal and is deep enough (½ in.) to hold up to 6 cigaret stubs (assuming a thrifty smoker so that the stubs are on the short side), together with the associated matches and ashes. It should make an ideal Christmas gift for cigaret smokers. Postpaid, $1.40.

Search is continuing for a suitable pocket ash tray for pipe or cigar smokers.

Draughtsman's Compass. Sufficient interest has been shown to justify stocking a special compass for use with the Raised Line Drawing Board. The die-cast aluminum arms are slightly over 4 in. in length, and they are adjusted by turning a knurled nut which is anchored to a threaded rod extending between the arms. It is equipped with a ball-point tip. Extra pointed tips are provided so that it may be converted into a pair of dividers with a capacity of 8 in. Postpaid, $4.00.

Test Recordings. A substantial supply of eight-inch instantaneous recording blanks, coated for recording on one side only, is available for distribution. These are French, paper based, pre-war material, and cannot be expected to give first-class results. However, they are very good for testing and are also suitable for correspondence. They are not to be used with embossing styli, but only with sapphire or stellite cutting styli. They will be given away in lots of ten on receipt of 30¢ to cover shipping and handling costs.

Liessens Music Writer. It was gratifying to receive a letter from London, reading in part as follows: "I'm very thrilled to be the first private owner in this country of the wonderful Liessens Music Writer. I haven't found it too difficult to master, and can now write quite creditable manuscript by means of it. I think it is one of the most marvellous inventions for the use of the blind ever brought out. I do thank you for being sufficiently enterprising and far-seeing to take on the production of it. . . ."

BULLETIN BOARD

Michigan School for the Blind—The following changes in the faculty have been made for the school year 1949-50. Mrs. Janet Hamilton, a graduate of Western Michigan College of Education, is the new librarian. Miss Janet Rodger, a graduate of Michigan State College and a member of the teacher training class at the Michigan School for the Blind last year, is the second grade braille teacher. Miss Edna June, from Michigan State Normal College, Ypsilanti, is the teacher for the third grade braille class. Mrs. Edna Fox, a graduate of Michigan State College, is the fourth grade braille teacher. Mrs. Lou Alonso, a graduate of Michigan State College, is the first and second grade sight conservation teacher. Mrs. Lucille Karner, of Michigan State Normal College, Ypsilanti, is the fifth and sixth grade sight conservation teacher. Mr. Donlin Pangborn, a graduate of Northern Michigan College of Education, is the junior high arithmetic and social studies teacher. Miss Virginia Wiehn, a graduate of Illinois College and Columbia University, is the teacher for the newly organized class for the deaf-blind. She formerly taught at the Illinois School for the Deaf and will take a month's training in work for the deaf-blind at Perkins Institution for the Blind before beginning her teaching duties at the Michigan School for the Blind.

The Industrial Home for the Blind—A course of instruction in bowling for blind men has been started at the Central Branch of the YMCA, 55 Hanson Place, Brooklyn, N. Y., with classes every Monday evening from 8:30 to 10:30. The Industrial Home for the Blind supplies the instructor and the YMCA has allotted four of its alleys for the full season, which runs from September through May. The alleys will be used for casual bowling as well as for instruction.

The Industrial Home's regular bowling team, the Light Buoyers, has regular matches during the season with bowling teams from some of Brooklyn's larger industrial organizations. These included, last year: Rockwood and Co., Charles Pfizer Chemical Mfg. Co., Breyer's Ice Cream Co., Consolidated Edison Co., and the Queens Division of the Holy Name Society of the New York Fire Department.

Founder's Day was observed October 25th with the unveiling of a memorial plaque to Eben Porter Morford, and others important in the history of The Industrial Home for the Blind. The Home was established by Mr. Morford, himself totally blind, in 1893, as the first organization within New York State to train and employ blind men. It began in a small frame building at 96 Lexington Avenue and employed one blind man. Today it embraces four modern buildings, employs close to two hundred and fifty blind men, and offers social services to more than one thousand blind persons in the Brooklyn area. Its program includes placement in private industry and business, training for professional workers among the blind and a social and cultural program.

Florida Council for the Blind—Mr. Harry E. Simmons, director of rehabilitation services for the Florida Council for the Blind since April, 1946, was appointed executive director of the Florida agency on September 1, to succeed Mr. M. Robert Barnett, who had resigned to become executive director of the American Foundation for the Blind, Inc. Mr. Simmons was formerly associated with the Veterans Administration as Chief of Rehabilitation in the state of Florida, and has also served with the United States Employment Service, as a college teacher and as a private business man. He also is a member of the National Council for Psychological Research for the Blind.

Pittsburgh Branch, Pennsylvania Association for the Blind—Mr. Harold L. Bleakley, director of rehabilitation services for the Pennsylvania State Council for the Blind for about four years, resigned from that position recently to become director's associate to Mr. Walter Sherman, executive director of the Pittsburgh Branch of the Pennsylvania Association for the Blind. He assumed his new duties on November 1. Mr. Bleakley, who holds a Master's degree, is a graduate of the Western Pennsylvania School for the Blind and of the University of Pittsburgh.

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WHAT MENTAL TESTS SHALL WE USE?

SAMUEL P. HAYES, PH.D.

THE GREAT PUBLIC INTEREST in mental tests, and their use by the tens of thousands in schools, vocational guidance centers and the employment offices of major industries, with publishing houses turning from the production of books to the printing and distribution of tests, is almost a major characteristic of the present decade. Of course there is nothing magic about tests, even though the advertisements sometimes make claims similar to those used to sell patent medicines, but public acceptance of the printed page at its face value often leads to the purchase and use of tests unsuited to the situation. Tests must be bought with discrimination and used with scientific care, and the results must be interpreted with caution. This series of articles is an attempt to answer for the whole group of people interested in testing the blind, the questions constantly raised in correspondence—what is the best test for me to use for this or that group, in this or that subject, for this or that purpose?

Fortunately, we have in the series of *Mental Measurements Yearbooks*, edited by Dr. Oscar Krisen Buros (1, 2), a super-encyclopedia of tests and books about tests, in which one may find descriptions of practically all the mental tests worth mentioning, with abstracts from critical reviews which tell us what experts in testing think about each test—what are its strong and weak points, how well it has been constructed, what statistical evidence of its reliability and validity have been presented, and under what conditions and in what situations it may be expected to measure the mental functions in which we are interested. Convenient indices make it possible to find the discussion of any test of which we know the name or the author; and if we are not familiar either with the name or the author but are merely hunting for some suitable test in some subject, or for the measure-

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Dr. Samuel P. Hayes, head of the department of personnel and research at Perkins Institution and Massachusetts School for the Blind, needs no introduction.

ment of some ability or trait, we may skim through the whole section on Achievement Batteries, Character and Personality, Intelligence, English, Mathematics, Vocations, etc., as our interest may dictate, and pick out the test which seems best to meet our need.

We shall use this valuable series of yearbooks as a primary source of information and criticism, selecting from the tests receiving favorable reviews, those which could be adapted for use with the blind without major distortions in content, method of giving or scoring and interpretation.

I. Interest inventories and questionnaires

The importance and value of measurements of interest may be appreciated from the following quotation from Bingham's (3) *Aptitudes and Aptitude Testing*, page 60 ff. " 'If there were an instrument by which we could measure desire, we could foretell achievement.' So, at least, mused the professor in Willa Cather's novel, *The Professor's House.* He was thinking of the thousands of young men who had heard his lectures, and of the single student, no brighter than many of the others, who later had accomplished something really exceptional." Unfortunately, Bingham continues, "there are as yet no convenient instruments for measuring the strength and persistence of an intense focalized vocational purpose," but desire is akin to interest and "interests can be explored and inventoried. They can also be at least roughly measured, either directly or indirectly. We usually want to do what we like to do; and we like to do what interests us . . . . This is the first and most obvious reason for attempting to measure a person's vocational interests: to find out whether he will probably like to do the work of the occupation in question.

"A second reason is, to ascertain whether the personal relationships within the occupation will probably prove to be congenial. The man who is interested in the same things that interest his colleagues, who likes what they like and dislikes what they dislike, is apt to feel at home among them.

"In the third place, it is known that there is some relationship—although the connection is far from close—between interests and abilities. More often than not, a person can learn to do best what interests him most, and, conversely, is likely to develop an interest in doing what he finds he can do best.

"A fourth reason for measuring a person's interests is that by so doing his attention is frequently drawn to possible fields of activity which might otherwise be overlooked."

1. *Vocational interest inventories for adults*

In the section on Vocations in the second (1940) *Mental Measurements Yearbook* (1) sixteen interest inventories are listed, with extensive critiques of half of them; in the third (1949) *Yearbook* (2) there are seventeen inventories, six of which had been listed in 1940. A considerable number of these inventories are viewed favorably by the experts, for use with seeing subjects, though occasional adverse criticisms appear. One inventory is severely attacked by all three of its reviewers: it lacks a proper statistical basis; it is too long (requiring 150 minutes to give); it is poorly constructed, naive and amateurish, and should be withdrawn from circulation! Of another inventory the reviewer says: "This is still another vocational interest test which attempts to edge into the field covered by the Kuder Preference Record and Strong's Vocational Interest Blank. Unfortunately, like so many of the other recent tests, its authors have not paid the price in research necessary to obtain unqualified acceptance of their instruments." Discussing still another inventory, the critic lets himself go so vigorously that we feel he must have been very sure of himself to risk a suit for libel! "This is one of those 'quickies' that can be concocted as fast as a stenographer can type. Nothing will injure the field of interest determination so rapidly and completely as the production of armchair inventories of this kind. Any resemblance between this scale and a scientific instrument is purely coincidental. Saying any more about this scale would constitute a gross waste of space."

Unfortunately for our work, very few of the inventories reviewed favorably for use with the seeing are suitable for the blind. In many of them a long list of occupations is printed, from which the subject is to choose the ones he would prefer, or indicate his likes or dislikes. In Form M of the Strong test (4), for example, which has stood the test of time, and is very widely used throughout the country, less than thirty of the hundred occupations offered for choice in Part I (Occupations) are open to even superior blind people; of the thirty-five subjects listed in Part II (School Subjects), only about one half can be studied in the same way or to the same degree as is possible for pupils with vision, in spite of the clever techniques developed by educators of the blind; in Part III (Amusements) there is certainly no sense in asking a blind person if he likes or dislikes driving an automobile, boxing, tennis, performing sleight-of-hand tricks, collecting postage stamps and various other items; in Part IV (Activities) we find such unsuitable items as repairing a clock, adjusting a carburetor, decorating a room with flowers, drilling soldiers, pursuing bandits in a sheriff's posse, looking at a collection of rare laces; in Part VI (Order of Preference of Activities) a considerable number are outside the life experience of a blind person; in Part VII (Comparison of Interest Between Two Items) you could hardly ask a blind man whether he would prefer to be a street car motorman or a conductor, a policeman or a fireman, a chauffeur or a chef, a head waiter or a lighthouse tender, repair an auto or drive an auto, when all such pairs of occupations are closed to him. In all these parts of the test, so many items would have to be omitted and so few substitutions could be made which are suitable for testing a blind person, that new norms would have to be developed and Strong's elaborate scoring stencils radically changed. Part V (Peculiarities of People) in which the subject is asked to record his likes and dislikes, and Part VIII (Rating of Present Abilities and Characteristics) in which the subject rates himself, consist of items which are as suitable for the blind as for the seeing, but these two parts of the test would be classed as personality measurements rather than vocational interest inventories, even though the characteristics involved are important in one's choice of a vocation. In general, then, one must conclude that one of the most successful interest inventories is unsuitable for use with blind subjects.

A considerable number of the other interest inventories also ask the subject to indicate his attitude toward long lists of occupations, some of the lists being almost identical with Strong's, so these tests are similarly unsuitable for use with the blind. One inventory refers to 378 occupations and is said to be "keyed to hundreds of other occupations in the U.S.E.S. Dictionary of Occupational Titles, Part II". While a selling point for testers of the seeing, this expansion of things the blind *cannot do*, would certainly not serve as a proper interest measurement, and might easily give rise to a grievous loss of security and a marked consciousness of inferiority on the part of the subjects tested. Another inventory lists 360 activities which the subject is to mark with a "D" if he is disinterested, dislikes them or doesn't know about them, an "H" if he would like to make one of them a hobby, or a "V" if he would like to make it his part or full time vocation; but unfortunately about 200 of these activities cannot be engaged in without vision.

One interest inventory, however, the Kuder Preference Record (5), meets our needs very well. It is favorably criticized in the reviews printed in Buros (2), p. 658 ff., and the large amount of research being done with the test (Buros lists sixty-two articles) should ultimately determine its degree of validity for vocational guidance. Low correlations with achievement and general ability tests are reported, indicating that it is not just another measure of school progress or general intelligence; also the intercorrelations between the nine scales are low, proving that the different scales do not measure the same thing. Its reliability is quite satisfactory, with test-retest coefficients ranging from + .81 to + .98 for the nine scales. The first reviewer writes: "This inventory has been found clinically useful as a vocational counseling aid in secondary schools, colleges and universities, the Army, the Navy, and the Marine Corps, in the Veterans Administration and in industry. It is easy to administer, only slightly monotonous to the individual tested, and convenient to score. Time for administration is usually less than an hour. Hand scoring requires about five minutes. . . . Interpretation of the test is not difficult, and the classification of occupations according to major interests in the manual facilitates this." And when giving the test to blind subjects, Quimby (6), who introduced the test into our field, found all but seventeen of the 504 items suitable for blind subjects, and made appropriate substitutions for these. Hayes (7) improved the technique of giving the test by providing large dot sheets upon which subjects might more readily record their responses without losing their place, published detailed instructions for giving the test to groups of blind subjects, made stencils for scoring the dot sheets, and reported statistical data obtained from trying out the test with the older pupils at Perkins Institution. This year all the pupils in the Upper School at Perkins have been tested and the following table may well serve for the interpretation of results in other schools for the blind. Tables giving the latest *distributions* of scores printed on the same plan as the table on p. 102 of the Hayes article (7) will be sent on request.

Bearing in mind that a 50 percentile score represents average interest among the very large numbers of seeing subjects forming Kuder's basic test population, and that one half of his seeing subjects tested between the 75th and the 25th percentile, we notice that the Perkins boys as a group test very high in their social and persuasive interests, significantly high in musical interest, just above the norms in literary and clerical interests, and a little below the seeing norms in the other four interest areas. The girls as a group have no conspicuously high or low scores, ranging only from 61 for literary interest to 41 for artistic interest. Preliminary reports from agencies using the Hayes dot-sheet method indicate that the Kuder Preference Record is a satisfactory interest inventory for use also with blind adults seeking vocational advice.

TABLE I. Average percentile scores for the Kuder Preference Record, Form BB, obtained at Perkins Institution, by dot-group method, 1947–9

Interest areas	Number of cases	
	76 boys	47 girls
Mechanical	38.49	53.03
Computational	38.02	48.78
Scientific	34.87	54.95
Persuasive	74.15	49.31
Artistic	44.66	41.12
Literary	54.54	61.86
Musical	65.72	52.72
Social	76.12	57.18
Clerical	54.21	45.16

A further advantage of the Kuder project for testing vocational interests is the publication of a shorter form (BI) consisting of 360 items selected from the 504 items making up Form BB and a new form (CH Vocational) in which another interest area is tapped which Kuder calls "Outdoor Interests" and in which he includes a collection of items related to agricultural, naturalistic and outdoor activities. Form CH Vocational consists of 504 items, like Form BB, 60% being identical with items in Form BB chosen from the whole set on the basis of further item analysis. When the shorter test, Form BI, is used with blind subjects, the corrections listed in Hayes (7),

p. 98, should be made before giving the test. No dot sheets and scoring stencils for them have yet been prepared for use with the blind, but the writer is prepared to have them made if there is a sufficient demand.

The new Form CH Vocational contains 345 items taken from Form BB, with 159 new items, the larger proportion of which refer to the new area of "Outdoor Interests", while a few refer to social relations—as, for example: Go to a party where most of the people are strangers, Go to a party where you know most of the people, Go to a party composed equally of strangers and people you know. Choose your own clothes, Get advice on choosing your clothes, Have someone else choose your clothes. Be known as modest, Be known as reliable, Be known as happy-go-lucky. Form CH seems to be a real contribution to tests of *seeing* subjects, but unfortunately a very considerable number of items would be unsuitable for blind subjects. To determine just how much of this test could reasonably be used with the blind, a detailed study has been made, checking (a) each item which refers to an activity impossible for the blind, such as: Cash checks for people in a bank, Be an expert in color photography, Be a cowboy, Make chemical analyses of new commercial products; (b) each item which would be possible only for a blind person of very unusual talent or educational background, such as: Be well known as a literary critic, Give popular lectures in chemistry, Perform laboratory experiments, Be a radio music commentator, Take apart a new mechanical toy to see how it works, Be a physician; and (c) each item which would be possible with the assistance of a seeing companion, such as: Visit an aquarium, a museum of science, a factory in which typewriters are made, a national park famous for its mountain scenery, a former battlefield, Belong to an amateur astronomy club, Compile a dictionary of slang, Make a scrap book of pictures of paintings you like. The items checked were then counted up by the following plan: (1) sets in which all three items would be unsuitable for the blind; (2) sets in which two are impossible and one doubtful (possible only for the unusually talented or with the help of a seeing companion); (3) sets in which two are impossible and one suitable for the blind; (4) sets in which one is impossible and two are doubtful; (5) sets in which three are doubtful. Since the Kuder method depends upon making choices based upon a comparison of interest in three possible items, it would seem that groups 1–4 should be omitted in testing the blind, while group 5 might be used for the benefit of talented blind people, or subjects with a little vision, along with the remaining sets in which only one item had to be checked, especially as we are measuring interest rather than ability. We have also disregarded the difficulty of employment resulting from the fact that the seeing employers may not yet appreciate what capable blind people can do, and propose to give the blind a chance at least to indicate their interest. On the other hand, the retention of too many items impossible for the blind might tend to discourage the subjects tested. It may further be contended that other testers working over the items might allow some, or omit some, on the basis of their judgment of suitability for the blind. With the method of criticism outlined above, we find 306 of the 504 items (70%) available for testing the blind, and after trying them out at Perkins Institution, a report will be made with recommendations as to their use with blind adolescents and adults in agencies, if this seems justified. The regular dot sheets can be used, but new stencil keys for scoring will have to be made.

2. *Vocational and educational interest inventories for pupils in school*

If educational guidance can be based upon interests and aptitudes, and young people directed into the courses which will best prepare them for the vocations they are most likely to follow with success and satisfaction, we should undoubtedly have many less misfits in the work-a-day world. Many of the inventories listed by Buros are intended for use with high school students as well as with adults, and a few inventories are listed for use with children in the early grades. In the high school inventories we find again a great overloading of items unsuitable for the blind. The Brainard Occupational Preference Inventory, for grades nine and over, is a case in point. This inventory provides for expressions of opinion on 140 work situations and is judged favorably by the experts, one of them writing, "This test excels all others in its possibilities for self analysis and for counselor analysis." But the inventory cannot be used with blind subjects because ninety-four items involve activities impossible without vision, while nineteen others would be possible only for unusually talented or highly educated blind people.

When less emphasis is put upon specific occupations, and interests of a more academic sort are involved, at least two inventories seem suitable for use with blind pupils. Dunlap's Academic Preference Blank for grades 7-9 consists of a list of ninety words which give evidence of the pupils' interest in the ten study areas measured by the Stanford Achievement and the Metropolitan Achievement tests, and the author contends that the scores obtained from this short test—requiring from ten to fifteen minutes—may be used to predict success in the ten subjects involved. The test experts quoted by Buros are skeptical of the predictive value of so short a test, and until further use has been made of it we would not suggest that it be given as a substitute for one of the above standard achievement tests when these can be used. But since the test makes no use of braille it might be very helpful in the grade classification and educational guidance of pupils transferring from a school for the seeing to a school for the blind because of loss of vision through accident or disease in the junior high school years, or even in adult centers testing similar cases. The test can be given to groups of blind subjects quite readily by the use of dot sheets. Seeing subjects are asked to mark one of four letters to indicate their interest in each item—an "L" if they like it, an "I" if they are indifferent or do not care, a "D" if they dislike or do not like it, a "U" for unknown, if they do not know what the word means. In testing a group of blind pupils, the teacher might read an item and have the pupils record their interest by marking with a pencil upon a dot sheet, having rows of four embossed dots, marking the first dot for "like", the second for "indifferent", the third for "dislike", and the fourth for "unknown." The whole test could be given in about an hour and the dot sheets* corrected by the use of stencils made in the same way as those furnished with the test.

Another inventory which seems well adapted for the educational guidance of blind pupils is the Ohio Interest Inventory for the intermediate grades (9). According to the manual which accompanies the test, "The interest inventory was developed as a means of identifying the interests of children of the fourth, fifth and sixth grades. The instrument was based on the ideas and experiences of elementary school children of all levels. The areas of experiences which are considered to be most representative of this age were selected. The final selection consisted of eighteen groups of twenty items each; sports, school, dramatics, leadership, science, English, industrial arts, helping others, health, home activities, movies, solitude, social science, mathematics, music, fine arts, reading and radio." Of the 360 items used, about sixty are unsuitable for children without vision, but these items are largely concentrated in a few areas like science, mathematics, fine arts and industrial arts where blindness is a major handicap and education of blind pupils limited and difficult. As the total score is significant only for a general picture of positive or negative attitude, these unfavorable areas can be omitted and the significant proportions of likes and dislikes within each remaining area used for understanding and guiding the child. The section on the interpretation of scores in the manual shows how this may be done. "Where do the dislikes seem to be concentrated? Do the pupils give more emphasis to some areas than to others? Where do the likes seem to be concentrated? Does any pattern seem to emerge after a closer examination? That is, does the pupil seem to like or dislike those interests which require physical activity, such as games, art work, etc.? If he does, do you, as a teacher, know why? Is the child well? Does he need glasses? Does he lack manual dexterity? Does the child like or dislike the interests that give him an opportunity to be creative, such as writing, playing games, planning parties? If so, do you know why? Does the pupil like or dislike those activities which center around other pupils, such as singing with others, sharing his lunch, helping others with their lessons, and attending school games? If the child dislikes group associations of this kind, what are the reasons? Is he unable to cooperate or has the school program failed to provide opportunity for these group activities? Does the child seem to like or dislike activities which tend to isolate him from other people, such as writing stories, visiting a park alone, or sitting alone in his room? If so, why?" An interpretation of the scores of a fourth grade boy show how the inventory may help to understand an individual child: "Donald has a preponderance of likes and yet has some dislikes, so it can be assumed that he has a wide range of interests, and yet has shown some discrimination. His likes seem to be concentrated on science, helping others, movies, home activities, dramatics, reading and social science. His interests in these areas should be further explored by the teacher. He has many dislikes in sports and his likes seem to center around the spectator angle rather than active participation. He has quite a high count of dislikes in mathematics and music which may imply some difficulties in these areas and a possible need for motivation. His number of likes under solitude is unusually high. Thirteen out of twenty items indicate that he spends a good deal of time alone. This may indicate a problem in adjustment which the teacher should study. The fact that he dislikes nine items under leadership may indicate that he has a tendency to be shy and retiring."

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*Perkins Institution is prepared to furnish at cost the dot sheets needed for testing the blind.

Special attention should be given to children showing a large number of dislikes. To quote the manual further: "If a pupil has a preponderance of dislikes, it is frequently an indication of maladjustment and the teacher will want to make inquiries concerning possible causes. Is the child in good health? Is he accepted by his schoolmates? Is his home life happy? Does he have difficulty in handling his body? This may account for his dislike of games and handicraft. Is the child limited in intellectual capacity? If the child is limited in the number of his likes, it may mean that he has not had an opportunity to examine the resources which are available to him. An exploration of these possible causes for many dislikes may reveal the real difficulty. Sometimes a child seems to limit his interest to one or a few areas. The teacher in this case will need to broaden the horizon of the child and to direct him to other interests".

A study of the scores of one or more grades of children may offer challenges to the curriculum, according to the manual. "Do a large number of pupils express interest in an area which is not being emphasized in the school at present? This may mean that modification of instructional materials and methods is desirable. If the equipment is lacking, some provision should be made for securing it. Sometimes individual pupils or a group may reveal deficiencies in instruction, such as reading, mathematics, or English. This again has curricular implications."

The Ohio Interest Inventory can be easily adapted for use with blind pupils. Seeing pupils are given a four page leaflet listing the 360 activities, in groups of five items in each area, with each of the eighteen areas appearing four times during the test. The pupil is asked to write an "L" for "you like or think you would like" or a "D" for "you dislike or think you would dislike" for items in the following verbal pattern: "*To hear* sports broadcasts", "*To go* swimming," "*To sing* in a chorus," etc. With a class of blind children, we would suggest giving the test orally, the teacher reading each activity, and asking the pupil to indicate his interests on a dot sheet, marking the first dot of each pair with a pencil for his likes, and the second dot for his dislikes. The dot sheets could then be scored by writing I at the four places where interests in sports are recorded, II where school interests are recorded, etc., and then counting the likes and dislikes. For the study of individuals having a high total score of likes or dislikes, or marked preponderance of likes or dislikes in certain areas, the interest choices could be easily transferred to the regular printed sheet for a study of the details. We would suggest the omission of the sections dealing with fine arts, science and mathematics, since they include so many items impossible to blind pupils that a feeling of discouragement might well develop. The sections on industrial arts may be given if the blind children in the school being tested are encouraged to undertake more than half the activities listed, or if there are a good many children in the grade with useful vision. When the first questions about *movies* are given, the teacher should say that these items apply to *sound* movies, except in the case of item 90 which specifically mentions "silent movies." The form of the questions, ("To *see* homemade movies"), need not be changed, as blind children generally prefer to use the same language forms as their seeing companions. When the class comes to the first section on reading, the teacher should say that these questions refer to any kind of reading—print, braille or Talking Book reading.

Summary

This is the first of a series of articles upon mental tests suitable for use with the blind. Interest inventories have considerable value for the educational and vocational guidance of the seeing and a considerable number are listed with favorable comment in the *Mental Measurements Yearbooks* published by Buros. But when the items are studied from the point of view of the blind many of the most popular and scientific tests have to be rejected. One inventory, the Kuder Preference Record, can be recommended, and has already proved its worth in trial with blind adolescents and adults. The Dunlap Academic Preference Blank, may be favorably recommended for the educational guidance of junior high school pupils, and the Ohio Interest Inventory for intermediate grades gives promise of valuable assistance in the elementary school. All of these tests may be given orally, without the use of braille, by having the subjects record their responses on dot sheets, which Perkins Institution is prepared to furnish on order.

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THE TREATMENT OF THE PARTIALLY BLIND

LESLIE H. SALOV

There are many people who cannot be truly classified as blind but who do not have sufficient eyesight to do their everyday work. These people are classified as the partially blind. Their vision may range from 20/1,000 to 20/40 (corrected with regular eyeglasses.)

The treatment of the partially blind had its beginnings in Germany by Dr. Kircher, well-known ophthalmologist, in 1646. In 1667 Escinardi designed telescopic spectacles for near use. Similar experimental devices were made use of during the 18th century by Zahn, Hertel, Meyen and Stack. In the 19th century Chevallier designed binocular telescopic spectacles and further advances were made by Peytel, Schonstedet, Delcartes and Mauthner. In the last few decades remarkable strides have followed the improvements suggested by von Rohr, Scott, Müller, Lauber and Henker.

What Cases Constitute Subnormal Vision Problems

Subnormal vision is indicated when the patient's visual efficiency with ordinary lenses is insufficient for his needs. Impairment of efficiency may result because visual acuity is slight or the field of vision is contracted. The cases of different types that constitute this group range from seven to ninety-three years of age. To better appreciate the variations among these cases, those who have already been helped should be considered. Their difficulties of vision have been present for from six months to forty years. Some of these people were born handicapped by subnormal vision, others developed it in childhood, in middle life, or in old age. A number of diseases and anomalies were responsible for the condition. The cases included involvements caused by keratoconus, corneal scars, keratitis, irregular corneal astigmatism, all types of cataracts, retinal lesions, glaucoma, retinitis pigmentosa, central chorio-retinitis, detachment of the retina, primary and secondary optic nerve atrophy and posterior uveitis.

In addition to such pathological conditions, various physical anomalies also produced subnormal vision. These included coloboma of the iris, of the lens, and of the choroid. Also congenital cataracts and dislocation of the lens were responsible for causing great reduction of vision.

The patients suffering from subnormal

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vision come from all walks of life, have had different types of childhood training and educational background, and so have differerent attitudes as to what constitutes an improvement in their visual efficiency. The child who has been trained in the school for the blind in the reading of braille requires a different type of acuity for his future needs than the person well advanced in years, who shows a moderate degree of senility and is primarily interested in seeing well enough to write a letter or sign a check.

What Optical Devices Are Used for The Correction of Subnormal Vision?

The optical devices used for the correction of subnormal vision are the contact lens, the definite types of single and multiple pinhole spectacles, different types of telescopic spectacles for distant and near vision, microscopic spectacles of definite magnification, and mirror spectacles.

Each of these various devices is aimed at correcting a specific optical abnormality of the eye—thus the contact lens may be used in any condition where the corneal surface has become irregular.

Pinhole spectacles are used in cases of media involvements, either corneal, lens, or vitreous. There are at present telescopic spectacles of 1.7x and 2.2x magnification, and a cylinder telescope. These different telescopic spectacles are used particularly in cases of retinal involvements. They may sometimes be used in cases of media involvements and in those cases where there is both a media and retinal involvement.

Microscopic lenses are used exclusively for reading because they have such a short working distance. They can be designed for any required magnification. Their use is indicated in cases of extremely slight central acuity such as results from a primary optic nerve atrophy.

Psychological Characteristics of the Visually Handicapped

Up to this time we have considered the difficulties of the patient with subnormal vision and his problems in optics. There is no doubt but that special problems of optical design are presented. Not for a single moment, however, should it be overlooked that superimposed upon these optical problems are psychological factors.

This situation must be appreciated even before one undertakes to examine such a patient, otherwise errors in prognosis will frequently be made. The patients themselves are not likely to offer any statements indicating to what extent their subnormal vision has changed their personalities, emotions, desires, social attitudes, and will to live.

To aid in understanding these psychological factors, a number of observations are presented. In the first instance, there is a definite relationship between the duration of the subnormal vision and the extent of the improvement desired. An individual who has had normal vision up to a few months before appearing for examination cannot conceive of being satisfied with an improvement in acuity of say from 20/200 to 20/80, in fact persons who have had poor vision for only a short period are far more interested in having their visual acuity improved than they are in having the disease causing the subnormal vision cured.

One of the reasons that so little success was attained in many previous attempts to fit telescopic spectacles was that they were only tried with patients who had but recently lost their vision. Such a patient will, all during the examination, explain that while he may be able to read the letters, he does not see them clearly or accurately but is really "guessing" or "calling them back from his memory." He will further contend that there is a constant blur in front of him and that he would never be satisfied with seeing things that way and that he could almost see as well without any glasses. It is for such cues as these that the doctor should be on guard. If they are properly understood, they should lead to the feeling not that the patient is unwilling to cooperate but rather that the patient cannot be expected to cooperate unless the doctor can offer definite new hope. There are some people who although they suffered a loss of vision one, two, and probably five years ago, will talk about their condition as though it had happened only the day before. Such individuals, psychologically, have the same attitude towards the improvement that has taken place as those who have lost their vision only recently.

In contrast to those patients whose present condition has existed for only a short period, there are those who have had subnormal vision for five, ten or twenty years. These patients have become more or less resigned to the idea that they will never see better. (We want to emphasize very strongly, however, that any person who has ever had good vision never really resigns himself to the thought that he will not see better.)

The cases in which poor vision has existed for a long time may be divided into two groups. In one group are those who have become hopelessly dependent upon others for most or all of their visual needs. They will not go about alone; will give up all reading—even large street signs. They will never attend the moving pictures or theater. They will not make any social visits. The result of such an attitude and of normal functioning of the eyes is that they actually lose whatever visual memory pictures existed at the time poor vision developed. Such individuals, consciously realizing what they are doing, learn to take advantage of their affliction in dealing with the other members of the family. This often results in an antagonism between the different members of the family in relation to this problem of improving the patient's vision. When such a patient and his family arrive at the doctor's office for examination, the patient will make every effort to underestimate the improvement, just as the other members of the family will overestimate it. The doctor must not let the lack of enthusiasm of the patient nor the overconfidence of the family interfere with the proper prognosis.

For example, the case of Mr. A. H., sixty years of age, who was brought for examination by his two daughters. The improvement in vision was quite satisfactory both for distance and for reading with the telescopic device. His daughters were both delighted and wanted everything done to enable their father to read so that he could utilize his spare time. Obviously this was a situation where the problem of entertaining the father was constantly shouldered by both daughters, who were married and had responsibilities and their own families to look after. They were anxious that their father should have something to do, to relieve them from talking to him and sitting home constantly to entertain him. However, in spite of the fact that his improved vision permitted him to read print equivalent to newspaper print, the patient still maintained at the end of the second examination that he would never be able to see well enough to read. The daughters immediately accused him of not even trying. By telling him that no effort would be made to have him read, but that all efforts would be devoted to enable him to see a motion picture, he consented to return for further training. About three weeks after the adaptation period had elapsed, the patient suggested that he would like to try to read again. This case illustrates how important it is for the doctor to adopt the attitude that the patient is governed in his reactions by conditions which have nothing to do with the optical problem of vision.

The second group, those who have had subnormal vision for a long time, are characterized by their ever-existing hopefulness that their condition can be helped. In these cases, the patient becomes very enthused with the results no matter how small they may be and during the examination period he will impress both the doctor and his own family with how well he sees. These cases usually are older people who are not so much concerned with what they can do with their improved vision as they are with the idea that the improvement itself is possible. For example, the case of Mrs. G., sixty-five years of age. She had very restricted fields of vision. Her condition had existed for about thirty years. Telescopic spectacles improved her distance vision and her reading vision to permit her to see ordinary print. In spite of the improvement in her vision, the patient could not go about outdoors alone because of the field involvement and the result was not as good as the patient expected.

A second psychological factor that must be considered before, during, and after the examination, is the relation between the age of the patient and the extent of improvement desired. We may divide patients into three groups—young, middle-aged and old. The young patients are usually children who have had subnormal vision from birth or acquired it shortly thereafter. Many of these are children who have been trained in the schools for the blind and so have had no visual training. Others have had too little vision to attend the regular schools, but have not attended the schools for the blind and so their education was limited to what they could pick up through their other senses. To undertake an examination of a young person who has never learned visual letters or numbers is a very difficult task. R., for example, aged fifteen, had attended the school for the blind since he was eight. His sum total of visual knowledge consisted in his being able to scrawl what was supposed to be his name. The prognosis which was finally made at the end of six examinations was that his vision could be improved sufficiently for him to carry on work in regular high school. Only six months of daily training with telescopic spectacles permitted this result to be accomplished.

Middle-aged people usually desire an improvement in vision that will permit them to engage in gainful occupations. These patients frequently claim that they are interested in such things as reading or writing or seeing better in the moving picture show or theater. They want better vision for the particular jobs that they have in mind. If it happens that the patient's requirements cannot be satisfied because his field of vision is limited or the telescopes do not give him sufficient vision, then the doctor must decide whether he will eventually derive sufficient benefit from the optical device. For example, Mr. S., forty years of age, a retail stationer with a partial optic nerve atrophy, was concerned only with being able to quickly observe such things as the writing on labels, reading and entering orders, making proper change, reading the marks on a scale, and such things. He had to do these things while actively moving about. Frequently the patient cannot be provided with the degree of vision he seeks but can obtain an improvement sufficient for other purposes. When such a satisfaction arises, the doctor must weigh the possibility of arousing within the patient a desire to find new uses in the direction of his improved vision.

The patients who are well advanced in years and who constitute the old-age group are usually satisfied with almost any type of visual improvement. Their actual desires may appear peculiar but when analyzed represent a very normal aspect of old age. Many of these patients feel quite happy that they can be made to see well enough to sign their names, write an occasional letter, or read for even ten to fifteen minutes during the day. They also feel that if they can be enabled to recognize a person across the room they have gained a great deal. Actually these seemingly small improvements of vision represent to them the fact that they are still part of the everyday world. As long as they can use their own sense modalities, they are still concerned about improvements.

Often the doctor does not appreciate that these small things mean a great deal to such people and he should set himself up as the judge in such cases as to whether the patient will get sufficient use from these special optical devices or not. Take the case of Mrs. K., eighty-seven years of age, who was fitted with telescopic lenses. Even though her secretary read to her at all times, she was very anxious to be able to read large print in the papers herself, to sign her name to letters she dictated, and to play solitaire. A letter from her daughter following the death of this patient about six months ago told us how happy the patient had felt knowing that she had retained her vision to the end.

The doctor ought always to keep in mind that patients with subnormal vision, just like people with any other type of major affliction, are subject to changes in attitude toward themselves and the rest of society. The extent of these changes, in so far as the visually handicapped are concerned, depend for the most part on the nature of the affliction, the recency of onset, and the age of the patient.

The Training Periods Necessary for Subnormal Vision Patients

Every patient, in order to get the greatest use and most improvement out of his specially designed optical device (telescopic lenses, microscopic lenses, multiple pinhole discs, or mirror glasses) must go through a training period in order to adapt himself to the new device. This training period concerns itself with certain problems in learning. These learning problems include those on a motor level and an association level as well.

Where the optical device is to be used for reading, a new type of motor coordination is necessary in order that the patient may learn to properly harmonize head, eye and arm movements. The lack of such coordination will result in the frequent loss of the field of vision and the inability to maintain a clear focus. It is not generally recognized that even in normal reading a certain type of coordination between these bodily parts exists. It is this coordination that must be changed when telescopic lenses are used. Since such a learning problem exists, the general method of conducting this learning should be the same as is applied to all such problems. That is to say, one should proceed from the simple to the complex. Therefore, in teaching a patient how to use telescopic spectacles for reading, the doctor should arrange matters so that reading can be carried on as simply as possible. The essential element in learning this new coordination is practice. It is imperative that the practice be under the doctor's immediate supervision and not be left to any technician or to the patient himself. As in all problems involving coordination, the younger the patient, the quicker will such learning occur. Where the patient is well advanced in years, he may not be capable of such coordination. At all times the illumination should be properly regulated and the patient informed at each visit of the type of illumination that he requires.

The length of each of these training periods is determined by the amount of work that is required and the patient's physical condition. They may extend from one to three hours at a time with sufficient rest intervals. Where it is necessary to practice writing, in order to develop proper coordination, the patient should be provided with the proper materials. The paper should be properly ruled and the patient instructed to write large enough so that he can see the letters that he is writing. Then as the patient progresses, he is permitted to write the letters smaller and smaller until they are of normal size.

There are many patients who have had subnormal vision for a long time or even since birth and have never learned to read or write. It is not generally recognized that patients who have not actually done any reading for periods of from five to ten years forget how to read.

Reading ability in normal eyes is a learned process and depends essentially upon the recognition of cues. When the normal eye reads a line of print, it performs saccadic movements and pauses. During these pauses, certain cues are recognized which help the patient to see words and phrases. For example, the eye will recognize the length of a word, the presence of upper and lower case letters, the presence of familiar prefixes and suffixes. This recognition of cues leads to the recalling of the entire word. The normal eye, in reading, never consciously sees each of the letters in every word.

As the child with normal eyes learns to read better, he increases his reading span in proportion to his eye-voice span. The reading span refers to the number of letters or words that can be recognized in a given time. The eye-voice span refers to the time interval between visual recognition of a word and its vocalization.

In cases where a subnormal vision device is used, the size of the field of the device and certain peculiar eye movements prevent the development of normal reading and eye-voice spans. This is one of the reasons why the patient should be instructed to keep the head and eyes fixed and to move the paper or the article that he is reading from right to left at a smooth, even rate. Those patients who did learn to read in early life but have not read for five, ten or twenty years, present problems of relearning. Relearning is a quicker and easier process than learning for the first time. Therefore, all that these patients require is a sufficient amount of practice to recall memory pictures of words and phrases.

The other group, those who have never learned to read or write, are usually children or adults who have been trained in the school for the blind. These patients, for the most part, finger the braille but cannot differentiate visually the different letters or movements. Such cases must actually be taught how to recognize numbers, letters and words. The doctor who undertakes to provide subnormal vision devices for these cases must also undertake to teach the patient to visually perform the fundamentals of reading and writing.

Conclusion

The field of subnormal vision is not only an extremely important one with reference to helping the visually handicapped to see better, but also involves and is closely associated with the field of rehabilitation. It certainly is evident that many individuals who have extremely poor vision become dependent upon other people—the family, the state, and eventually the country. These people who can be helped by the designing of some special optical device and the training that is necessary to get the greatest benefit out of this device, can become less dependent on other people for their essential needs and visual tasks.

There is a need for more work of this kind to be done throughout the country, both by ophthalmologists and optometrists. Not every eye practitioner can devote the time and interest necessary for doing this special work, but there is a definite need for more professional people to acquaint themselves with these particular problems of the partially blind. Many people who at present are classified as blind might be helped to see better by a special investigation of their eyes and the designing of some optical device which improves their sight enough so that they can again take their places in the seeing world.

The purpose of this article is to give some hope to those people who do not know about this specialized type of work and who might benefit by an investigation into the possibilities of improving their vision.

THE MEDICAL ASPECTS OF BLINDNESS IN CHILDREN

C. W. RUTHERFORD, M.D.

PHYSICAL EXPLANATION OF BLINDNESS

Blindness exists where there is inability to exercise any of the visual functions. An individual is blind if he cannot see under circumstances that do not prevent others from seeing. In total darkness all mankind are blind, for an object to be seen must be illuminated. Rays of light reflected from an object meet the eye that is directed toward it; they enter the eye if the cornea is transparent; they pass through the pupil if it is clear of obstruction; they are focussed by the lens if it is transparent; they pass through the vitreous if it is transparent; and finally they converge to a point (focus) on the retina and stimulate its cells to form an image of the object if the retina is healthy. Nerve impulses are carried by the fibers of the optic nerve from the retina to the visual centers of the brain, where the image is interpreted and then projected out into space to coincide with the position of the object.

Any opacity in the eye that prevents light rays from reaching the retina will conceal an object as effectively as though an opaque screen had been placed between the eye and the object, or as though the eyelids were tightly closed.

The cornea may become opaque from inflammation (keratitis) or by a white scar that forms in the healing of an ulcer of the cornea (leucoma).

The pupil may become occluded or light obstructed by an organized exudate or false membrane that is formed in consequence of an inflammation of the iris (iritis), or of the ciliary body (cyclitis), or of both (iridocyclitis).

The lens is opaque when a cataract is present.

The vitreous may become opaque to light rays from a variety of causes (see *Maternal Influences).*

No image can be formed on a retina whose cells have undergone degeneration (retinitis) by disease of the eye or by general disease such as diabetes or nephritis.

The choroid is a vascular bed that supplies blood to the deep layers of the retina and therefore is essential to vision. Where the entire choroid has suffered degeneration (choroiditis) the retina cannot function. But choroiditis usually occurs in patches only. The retina and choroid are often damaged together (retinochoroiditis or chorioretinitis).

The optic nerve structure may become degenerated (optic atrophy) and visual impulses cannot be transmitted from the retina to the brain.

Glaucoma causes blindness by increased intraocular pressure on the retina and the vessels that supply it with blood, and by pressure on the optic nerve at the point where it leaves the eye. The pressure builds up when aqueous humor is formed more rapidly than it can be drained from the eye, or when

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drainage is obstructed so that the aqueous cannot leave the eye as rapidly as it is formed in normal amounts.

Finally, the brain cells may be damaged to such an extent that visual interpretation is impossible.

ETIOLOGICAL CLASSIFICATION

Eye conditions that account for impaired vision ranging to total blindness may be divided into categories such as: 1. Congenital anomalies; 2. Maternal influences; 3. Heredity; 4. Acquired diseases, and 5. Traumatic injuries.

Congenital Anomalies

Anophthalmos means the absence or practical absence of eyeballs at birth; it is due to an arrest in the developmental process of forming a globe.

Microphthalmos means that the globe is small, and that all its parts, especially the cornea, are noticeably smaller than in the normal eye. This is due to an arrest of growth rather than of development.

Megalophthalmus means that the globe is overgrown in size. The cornea is very large. Growth was not stabilized at the proper time or stage of development.

Buphthalmos is also characterized by an enlarged globe, but that is due to increased pressure within the eyeball and therefore is a congenital glaucoma. The cornea is very large and the anterior chamber is very deep. The color is decidedly bluish.

Amblyopia ex anopsia denotes an eye that becomes essentially blind through lack of use. The child often has a considerable error of refraction, more marked in one eye than in the other. Obviously the eye with easier vision is chosen for habitual use. The image formed by the eye with the higher refractive error is not as clear as the image formed by the eye that sees better; the less clear image tends to blur the better one. The child, automatically it seems, directs the offending eye nasally or temporally (strabismus or squint) to avoid the blur, and thus learns to ignore what may be seen with that eye; this is called visual suppression. By non-use the vision in the idle eye deteriorates. Where the case is taken in hand early and visual training practiced consistently and persistently, and correcting glasses are worn constantly, the child has a chance to regain some of the lost vision in the affected eye.

Maternal Influences

The large chamber of the eyeball behind the lens is called the vitreous chamber because it contains the vitreous. From an early stage in the development of the embryo this chamber is occupied by blood vessels. During the third month of intrauterine life these vessels begin to disappear, and the atrophic process is completed by the time of birth or soon thereafter in eyeballs that have developed in a normal manner.

It is during the early months, the second through the third of foetal life, that the eye is most liable to be permanently damaged through the influence of coincident infections in the mother. Some diseases, especially German measles and possibly some other virus infections, may be so mild that the mother suffers little or no inconvenience and consequently attaches no importance to their presence. Other and more serious maladies may be present, such as ulcerative colitis and brucellosis.

In the last ten years there has been studied, named and described a condition responsible for some of the blindness in infants, especially prematurely born infants; although the condition has been in existence for a very long time, it has been misinterpreted. The name is retrolental fibroplasia; that is, it consists of an organized development of fibrous tissue immediately behind the lens. The tissue growth is opaque and no light rays can pass through it to the retina.

Comparatively few cases have been recorded outside of large clinics. Evidently many cases have been overlooked or unrecognized. It has been estimated that one-third of the cases of preschool blindness are due to this condition of retrolental fibroplasia.

The incidence of numbers affected seems to be increasing. A large percentage of these children have been found in the group of prematurely born infants. The mortality rate in this group has been very high in the past, but with greater efficiency in pediatric management more of these infants survive and become available for study and statistical tabulation.

The etiology is believed to be an infection; in eyes that have come under microscopic study iridocyclitis and choroiditis have been identified. Measles and other virus diseases have been found to have been present in the mothers in the early months of pregnancy. About half the mothers give a history of having had vaginal bleeding during their term. This observation is in harmony with the observation that many infant victims of retrolental fibroplasia had been prematurely born. Also, vaginal bleeding while pregnant makes one think of brucellosis, a disease of cattle that brings on abortion. There is a form that affects humans; it is often difficult to diagnose and many times eludes recognition. Through the activities of the State Board of Health the medical profession is becoming increasingly alert to the previously unsuspected prevalence of this disease; consequently more and more cases are being detected.

Retrolental fibroplasia is frequently associated with subnormal mentality and physical abnormalities.

Cataract may exist at the time of birth or become manifest at any time up to the age of twenty-five years (cataracts that develop later in life are not under consideration here). Since the cataract that is present at birth is the only one that can be strictly designated as congenital, all that appear after birth are more properly called developmental; that is, the true origin may exist before birth but development is delayed.

The physical state of the mother may be important; in her there may have been, while pregnant, a faulty utilization of calcium, interference with the secretions of the parathyroid glands, avitaminosis, especially lack of vitamin D, and possibly other factors such as the ingestion of chemical substances. This last has been observed experimentally in animals. In many cases where cataract was noted at the time of birth the histories showed that the mothers had had German measles or some other virus infection in the first two or three months of pregnancy.

Although a congenital cataract may be successfully removed, other coexisting congenitally blinding conditions, previously hidden by the cataract, may be discovered and these can defeat the effects sought by surgery. In such cases the surgical technique could have been faultless but the child is no better off than before.

Infections present in the expectant mother may be responsible for choroiditis, iritis, iridocyclitis, keratitis and other eye diseases in the foetus. In general, these infections leave permanent damage to the structures involved, with resulting visual impairment up to total blindness.

Maternal influences have a definite role in the causation of blindness in children. Prospective mothers generally are unaware of the consequences of some of the illnesses that they think of as being trivial; they need education. Prenatal clinics cannot be operated without funds, but it costs more to take care of an indigent blind person than it would to prevent him from becoming blind.

Heredity

Retinitis pigmentosa is a pigmentary degeneration of the retina. The field of vision is progressively contracted until only tubular vision is left, and finally that is squeezed out.

Generally it begins before the age of ten years and is as yet regarded as incurable. Females seldom have the symptoms.

Genetically considered, the cases may be divided into three types: 1. The dominant, in which either parent may transmit the disease to both sons and daughters; 2. The recessive sex-linked, in which unaffected mothers, daughters of affected ancestry, transmit to sons only; and 3. The simple recessive, which is associated with nerve deafness and destructive lesions of the central nervous system. Consanguineous marriages have been noted in the histories of from twenty-five per cent to forty-eight per cent of the cases of this type that have been studied.

Obviously, members of affected families should not have children, and should be made to understand the purport of the responsibility they assume when they elect to have a family.

Acquired Diseases

Syphilis has for centuries been recognized as a cause of blindness. The disease oftentimes is transmitted to the infant before birth and is manifested in a number of ways. In interstitial keratitis the corneas are invaded by blood vessels, generally at about the age of four to six years; that is, the onset of symptoms is delayed. It is very resistant to treatment but has a tendency to "run its course" in a few years; by that time the corneas have suffered much damage because the walls of the blood vessels invading the corneal structure have become stiffened by opaque connective or fibrous tissue. Even when there is no blood in them the vessels remain open. Any subsequent injury to the cornea such as a contusion or bruise, is liable to excite the keratitic process and then the disease recurs, but only in the injured eye.

Other inflammations of the eye that result from syphilis, acquired before birth or contracted later, are iritis, iridocyclitis, choroiditis and chorioretinitis. Where syphilis attacks the central nervous system, usually long after the period of childhood is passed, the optic nerves undergo atrophy and the eyes become blind.

Parenthetically it should be understood that even repeated negative blood tests do not rule out syphilis of the central nervous system; in suspected cases the cerebrospinal fluid must be submitted for tests. Where blood or cerebrospinal fluid give a negative reading, tests should be repeated several times by different methods, even by different laboratories, before full assurance can be had that syphilis is not present.

Predisposition to tuberculous infection can be inherited, and be the cause of blindness. Fortunately, modern methods of detection and treatment have, in the last half century, greatly reduced eyeball and visual damage incident to syphilis and tuberculosis. Further progress is possible by increased activity for the prevention and early control of cases. A perennial problem is how to persuade patients to continue treatment after they are free of symptoms.

Ophthalmia neonatorum, an infection of the eyes nearly always due to the gonococcus, is acquired in passage through the birth canal. Formerly far more than half the cases of blindness in children were due to this disease. Credé, an obstetrician and oculist, in 1884 published his method of prevention. This consisted of instilling a single drop of freshly prepared one per cent or two per cent solution of silver nitrate between the eyelids of each eye at birth. In countries where this prophylactic treatment was adopted the number of new cases of blindness from this disease speedily dropped. Some countries closed their asylums for blind children.

New cases nowadays are rare, and of these many are suspected to be due to infection introduced into the eyes after birth by careless or ignorant infected persons who attend the infant. This suspicion is well-founded if no evidence of inflammation is noted until the child is about a week old. The name of these late cases is gonorrheal conjunctivitis.

A few months ago one of the national lay journals published a sensational article which emphatically condemned the Credé treatment and exhorted state legislatures to prohibit its use and require penicillin instead. No credit was mentioned for the good effects accomplished by the Credé method in a half century of experience; neither was there any warning that penicillin is a new drug which has not been completely studied and which may in time be found to possess undesirable effects. It is already known that this drug must be kept under refrigeration and that some patients are sensitized by use of it and thereafter are subject to ill effects should it ever be used again.

Trachoma was a serious cause of blindness until the introduction of sulfonamide therapy. The damage was inflicted on the cornea, which became so opaque that light rays could not pass through it. Indiana had no organized plan for treating trachoma in children until 1947 when the General Assembly authorized the Department of Public Welfare to grant such treatment to those who are otherwise eligible for public assistance. The objectives are to control the disease early in young persons before material damage has been done and to prevent infection of unaffected members of the patient's family and associates. Strict attention to the objectives will eradicate the disease from Indiana in due time.

Intraocular tumors in children are nearly always found to be glioma of the retina (retinoblastoma). Both eyes are affected, but rarely at the same time. Because it is yellow the pupil is called "cat's eye." The tumors in the two eyes are formed independently of each other; neither transmits to the other. From either eye the tumor grows until it ruptures the eyeball or extends backward to the brain and causes death. In recent times radium and deep X-ray therapy have been used to destroy the tumor in the hope of saving the eyeball, but sight is usually badly impaired or lost. Nearly all cases occur in young children, mostly by the age of seven years.

Traumatic Injuries

Injuries to the eyeball sometimes cause blindness. Only the injured eye is blind, but where sympathetic ophthalmitis follows the injury both eyes become blind and even both eyeballs may have to be removed surgically. And most accidents are preventable!

Mañana

Comparing the blindness situation of a half century ago with that of today, one must be hopefully impressed by the prospects to be anticipated in another fifty years. Extensive projects for preventing blindness are under way. Many blinding tendencies can be corrected during the period of childhood, and the place to start is the prenatal clinic.

SHORT STORY CONTEST

To encourage the art of short story writing among blind school-age children, The Lighthouse, through its braille magazine, *The Searchlight,* has sponsored for the past twenty-five years a short story contest open to its readers. This year, the first prize, a United States Savings Bond, donated by Carl Van Doren, was won by Gene Loll, age 16, of the Iowa School for the Blind, Vinton, Iowa, for his story, "Routine Flight."

Honorable mention goes to Joyce Ann Campbell, age 15, of the Minnesota Braille and Sight Saving School, Faribault, Minnesota and to J. W. McCracken, age 14, of the School for the Deaf and Blind, Colorado Springs, Colorado. The Colorado School has carried off the first prize three times in recent years.

The prize-winning story will appear in the fall issue of *The Searchlight.*

ORIENTATION TO BLINDNESS

C. STANLEY POTTER

Orientation is basic to adjustment. As used in work for the blind it means that mastery of mobility which is the first great step in freeing the blind person from a state of utter dependency. But orientation also means learning to eat so that the sighted do not rebel at having to watch you; learning to keep clothes and other personal property in order and where they can be found; learning to comb hair and shave without a mirror; learning to know what clothes you are putting on, whether they are clean, whether both socks are of the same color, whether colors harmonize or clash. And even more, orientation means learning to identify the objects around you with a minimum of investigation, remembering how you got where you are and what direction you are facing, keeping aware of the positions of the people to whom you are talking so you turn to them naturally rather than away from them when you speak, knowing when to shake hands with people and to offer yours first so you won't miss someone else's outstretched hand.

Sighted persons behave very similarly to one another because acquiring observed behavior is so easy, but if you have never seen how another looks when he stands, walks or sits, you are likely to do these things enough differently to appear awkward to the sighted. Blind persons who stand so erectly that they seem to be looking over the heads of others, or at the ceiling when they walk, or who sit so rigidly that they look uncomfortable, need orientation training.

The purpose of orientation training is very frequently misunderstood by blind children, their parents and some teachers. Training may even result in very unfortunate behavior and attitudes unless its real purpose and concept are thoroughly understood. Orientation skills must be learned to provide the blind person with personal freedom and social acceptance. Their purpose is not to convince the sighted that he isn't blind, nor are they to make people think that he's a magician. The less wonder a blind person arouses by his skill, the more his personality will be noticed rather than his blindness, and the better he will be oriented.

In present-day schools for the blind, where formal orientation training is given at all, it is generally a part of the secondary school curriculum. In other schools and classes blind children are still led around. And others encourage children to go alone from place to place within the building, but not in the streets. In fact, the problem of orientation is commonly thought of as "foot travel". For example, use of the white cane—important to safety and skill in independent outdoor travel—has been talked of so much that many workers and teachers continually refer to the need for learning to use this instrument, failing to see that it is but a tool and that orientation requires broad physical and psychological adjustment. Persons who do not think of orientation as such can do little to foster it in a blind person. Parents should be given pro-

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fessional help with orientation so that they can work with a child during the time when it is natural for him to learn his first physical movements and to develop his early perceptions of things about him.

Learning orientation rests largely with the individual and ordinarily takes place over a long time and in an informal way. Although in older students the will to learn may be spurred by long-term, consistent aspirations, the desire is usually highly sporadic, depending upon the needs and wants of the moment. Failure to encourage skill early is a mistake; later attempts are always comparatively ineffectual. Skills need, at least partially, to be learned before one discovers that because he is different the generosity of others will make it possible for him to avoid the learning effort when he so chooses. The problem is comparable to the difficulty one might experience in teaching a child of school-age to walk or talk, if he had never learned how before and if someone else were making these skills unnecessary. But regardless of the age at which the learning takes place, it is critical and difficult and the difficulty is exceeded only by the importance of accomplishment.

Because the same principles underlie orientation that underlie the learning of other manual and thinking skills, parents and teachers who understand the laws of learning can make a great contribution in this area. On the other hand, the all-too-typical display of exaggerated sympathy, fears about physical safety, and using unnecessary personal services, constitute a bigger obstacle to orientation than many children can overcome.

We can only speculate as to what levels of performance large numbers of blind persons could reach with truly thorough instruction beginning in preschool life, where it is most needed and yet in practice most lacking. We do know that certain blind persons reach high levels of performance, largely gained by their own ingenuity along with conducive environments in which they happened to find themselves. Striking results have also been recorded by professional workers with individual adolescents and adults. But in the long run, more early instruction still stands as the urgent need in obtaining top-level achievement of orientation skills.

Some current ideas about orientation verge upon the mystical. The term "sixth sense" and "facial vision" have been employed, but they simply describe accommodations in which unusual acuteness is developed to sound and touch. The skill of blind persons here is also frequently exaggerated. Although obstacle sense does play a very important part in orientation, it is true only with large objects.

Persons who, in spite of proper assistance do not become independent in moving around, usually lack enough motivation or have the wrong attitudes or other learning problems. They may have problems of coordination or equilibrium, or suffer hearing defects. The absence of normal tactual acuity is also a severe barrier.

Training in the use of white canes and guide dogs is frequently confused with the much more all-inclusive process of full orientation. Canes and guide dogs are but aids to getting around and should be clearly discerned as such. The problem of adequate orientation would be easily disposed of if independence lay in a bamboo cane.

Directing attention to and explaining sound which might have meaning is helpful in orienting a blind child. Pointing attention to pitch, volume, reflection, variation and distance, along with the reason for the sound's origin, description of the creature, object, or process from which it comes and other such information is meaningful. Feeling objects to relate them to sound is helpful. Giving attention to texture, size, temperature, use and so forth, along with good verbal description is the way in which an idea of the world must be obtained. Descriptions of people, places, impressions, reactions noticed in others, all inform and stimulate.

These attempts must all be made with judgment and understanding, and must be in line with the interest and receptiveness of the blind person, whether child or adult. Blind persons with help of this kind develop substitute mechanism for visual imagery, vital to the growth of normal thought patterns and to speech. Curiosity about things which do not lend themselves easily to examination by touch, and the ability to pick up information through the eyes of others are important products of such training.

Although an important training medium, the use of models in orientation or to aid in presenting other kinds of subject matter must be handled carefully. Caution should be taken not to substitute models for real objects which could be examined first hand; replicas and models are never entirely accurate, and often neglect to portray vital characteristics. Whenever their use is practical, models should always be made to scale or actual size. Where objects are too large or too small to permit this, the proportion must be exact and a description of true proportions must accompany the exposition.

Thorough early training in the making of all identifications is self-perpetuating: it fosters a spirit of inquiry which comes without this effort to the sighted child because of the vast number of impressions sight automatically gives him. Such early training also produces in the blind child and in the adult an informational background and interest patterns which are more complementary to those of sighted persons with whom life will be lived. And it assists in quick orientation to each new setting with a minimum of explanation or touching. These are the factors leading to social relationships in which blindness becomes truly incidental.

AN INSTITUTE FOR MOTHERS

ELSIE BRONSON

In Kansas the major responsibility for services to blind persons is invested in the Division of Services for the Blind. When, at a meeting of the State Association for the Blind in June, 1948, a discussion arose regarding the need for services to preschool blind children by means of an institute for the mothers, the state agency seemed the logical one to take the initiative in planning and to assume the expense. At the time of this meeting not more than five or six blind children under the age of five years were known to the interested group. There was reason to believe, however, that a state with a population of almost two million had many preschool children who would come under the definition of blindness and on this assumption a committee was appointed to do further planning for the institute. This committee consisted of members of the State Association for the Blind, staff members of the Division of Services for the Blind and a representative of the State School for the Blind. As the plan progressed, representatives of other agencies such as the Crippled Children's Commission, Child Welfare Division and the Children's Service League, and

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the mother and father of a blind preschool child were invited to attend the meeting in an advisory capacity.

Reports were secured from five states where such institutes had been held. These reports were most helpful. Serious efforts were begun immediately to locate blind children and to interpret to the parents the purpose of the institute. Case finding was effected through the medium of local newspapers, radio broadcasts, and letters written to doctors, county welfare directors and other agencies that might be in a position to know of blind children. Only two blind children were located through the radio and newspaper publicity. One was reported by an ophthalmologist and one was referred by an ophthalmologist after inquiry was made regarding blind children he might know. The remainder were found by staff members during the year. By August 24, the date of the institute, fifteen children had been located and the parents interviewed. Not all of the mothers, however, were able to attend. No attempt was made to be selective, the only requirement being that the child must be within the definition of blindness, not feebleminded and not over five years of age. An ophthalmic report was secured as well as a statement from a doctor regarding the child's physical and mental condition.

Because of building plans at the State School for the Blind, it was impossible to hold the institute at the school, as had been done in other states, so it was decided to use the facilities offered by the State School for the Deaf where a similar institute for mothers of preschool deaf children was under consideration. These two institutes were held at the same time; the staff, mothers and children using the same dining room facilities. The original plan was for a ten-day institute but later the time was shortened to seven days which was, we felt, a wise decision. The general plan was a meeting with the institute leader in the morning and lectures by specialists in the afternoon, followed by nursery school demonstrations and individual conferences with the mothers. The institute leader discussed with the mothers techniques in training the blind child and encouraged questions regarding problems they were encountering with their children. The specialists included a pediatrician, an ophthalmologist, a psychiatrist and a nutritionist. On the program also was a teacher from the State School for the Blind who brought with her two young students. Four successful blind persons talked about the work they were doing or about their own childhood experiences. The institute was held in one wing of the school building with two mothers and two children sharing a dormitory room. The lectures and talks were held upstairs which proved to be an excellent idea since the mothers were undisturbed by the many nursery school problems that developed during their absence. The children were examined upon arrival by a pediatrician. A nurse was on duty at the infirmary during the week and a pediatrician from the State Board of Health was available part of the time. His observations were particularly helpful.

An attempt was made to set up as nearly as possible with limited equipment, a model nursery school. Toys were secured on loan from the American Foundation for the Blind, and tables, chairs and other nursery school equipment, including pushcarts, large and small blocks and some small musical instruments were borrowed or purchased. A trained and experienced nursery school teacher supervised the children while the mothers were in class, and conducted demonstrations. She had the assistance of one adult and several girl scout volunteers. Having the girl scouts proved to be a particularly happy idea. Their experience as baby sitters qualified them well for this type of work. They accepted the child's handicap casually and never seemed to be at a loss to know what to do in any situation. While one week was an extremely short time to do much constructive work with the children, who ranged in age from one year to four and one half years, it was agreed at the end of the week that the attempt to give them new experiences through supervised play was very worth while. The children played both indoors and out and were encouraged to play with each other as well as with toys.

Ten mothers, one grandmother and one father attended the institute regularly. The father, who worked nights, sacrificed part of the time he would otherwise have slept in order to attend. The institute included a week end, and five other fathers were able to come to the Sunday meeting. Only eight children were in the nursery school. One was too young to be brought and another was thought by his mother to be too much of a problem to take away from home.

Little recreation was planned for the mothers but little seemed to be necessary with this particular group. They enjoyed playing with the children during the time they were not in classes, discussing mutual problems, reading recommended books and going to a movie occasionally in the evening. Ice box "raids" in the evening were invited by the housekeeper and enjoyed by all of the mothers.

Summing up the results of the institute, it seemed from the standpoint of staff members and parents that the positive factors far outweighed the negative ones. On the negative side was the problem of the wide range of ages in the small group which made progress in the nursery school doubly difficult. Staff members were impressed and perhaps more dismayed than the mothers by some of the behavior problems which the children were presenting, and the absence of a child psychologist on the staff was regretted. More playground equipment could have been used and a piano in the nursery would have been welcome.

On the positive side, the mothers as well as the fathers were unanimous in their feeling that they had secured much help from the institute leader and much worth-while information from the lectures. A questionnaire which was sent to them shortly after they returned home failed to elicit from the mothers any criticism, except, in one case the suggestion that more entertainment be furnished and that a five-day program with evening meetings might be more desirable than the less crowded seven days. All agreed that the institute should be planned with a Sunday meeting so the fathers could come. All wanted to return another year even though the program would be a similar one.

In addition to help given by classroom work and nursery school demonstrations there was another factor almost as important—the opportunity for the mothers to talk with other mothers who were struggling with the same problems. It was helpful for them to observe other blind children. In most cases the psychological effect was good and we believe that the mothers were all helped in the acceptance of their own child's handicap. They were particularly impressed as well as encouraged by the blind people who participated in the meetings, and the teacher from the State School for the Blind did much to relieve their fears about a residential school.

No tuition charge was made for the institute, since it was recognized that this might prevent some parents from attending. The overall cost was $729. Board and room for the mothers and children totalled $269 and the remainder was paid out in salaries, travel expenses and incidentals.

The agency plans follow-up work with the parents with particular emphasis on cases where the children were showing unusual problems. Continued effort will be made to find other blind children, and it is hoped that a larger group will be in attendance if the institute is held another year.

The Fortieth Biennial Convention of the American Association of Instructors of the Blind will be held at the Overbrook School for the Blind June 26-30, 1950. Further information will be supplied in a later issue.

NATIONAL REHABILITATION ASSOCIATION ANNUAL CONFERENCE

"PUSHING Back Rehabilitation Horizons" was the theme of the annual conference of the National Rehabilitation Association which took place in San Antonio, Texas, November 6-10. Approximately 700 persons attended, representing various phases of rehabilitation work. The program gave special attention to discussions of counseling techniques and standards, and to a clarification of principles of rehabilitation. The Committee on Evaluative Criteria for Programs of Vocational Rehabilitation submitted a comprehensive report which has been printed and will be available in the near future to members of the association.

The conference showed great interest in a paper entitled "Needs and Developments in Psychological Research for the Blind" by Dr. Wilma Donohue, director of psychological services of the Institute for Human Adjustment, University of Michigan. Her paper is to appear in full in a forthcoming issue of the *Outlook*.

Mr. M. Robert Barnett, Executive Director, American Foundation for the Blind, as first speaker at the third general session of the conference, gave an address on "The Role of the Private Agency." The new director of the Foundation stressed his opinion that the private agency, whether national or local, must and should be the pioneer in research, the promoter of governmental interest in improvement of welfare services, the critic of existing agencies to assure full benefits under the law when its criticism can be constructive, and in many instances, the liaison between government and the individual. He stressed the importance of the role of the private agency in supplying legislative leaders with accurate and impersonal information in studies of possible government aid.

"Improving Programs for the Blind" was the subject for discussion at a special sectional meeting Wednesday afternoon. Mr. Burton Aycock, Director, Louisiana Division for the Blind and Sight Conservation, called attention to pending Federal legislation, such as HR 5077 which provides for an expansion of services for the blind, and HR 6000 which permits a state agency, in determining the need of a blind individual, to disregard up to $50 per month of earned income when this is found to encourage and promote the vocational rehabilitation of the blind. Mr. Aycock also made a plea for more extensive studies of rehabilitation services in the various states.

Julia Lawson, supervisor of home teachers and home industries, State Commission for the Blind, Austin, Texas, pointed out that home teaching and supervision of home industries should be considered a highly skilled profession which calls for special personal qualifications and good educational background.

Joseph F. Clunk, Services for the Blind, Office of Vocational Rehabilitation, Washington, D. C., spoke of Federal services and their relationship to state work for the blind, and suggested that ideas for service for the blind should originate within the state itself rather than be superimposed by the Federal agency.

Mr. Joseph V. Hunt, Chief, Administrative Standards Division, Office of Vocational Rehabilitation, was the last speaker on the program. Significant among his remarks was his appeal for intelligent personnel to meet the problem of counseling handicapped persons. He pointed out that counselors are assuming the responsibility of helping others to plan their lives, and he asserted that in order that this may be done wisely, "there is no place for an ignoramus in our profession."

Among those who attended the Texas Convention, there were numerous comments that they felt that the problems of the blind were given a gratifying share of attention.

NOTES FROM THE FOUNDATION LIBRARY

The items mentioned on this page may be borrowed without charge from the Reference Lending Library of the American Foundation for the Blind

Rehabilitation of the Handicapped, edited by William H. Soden, published by the Ronald Press, is a symposium of papers by experts on the subject, with a chapter, "Vocational Rehabilitation of the Blind" by Donald H. Dabelstein. The article gives an historical background, analyzes the development of the Federal-State program, and discusses the administration of rehabilitation services for the blind throughout the country.

"Trends and Developments in Work for the Blind" in the *Journal of Rehabilitation* for June, 1949, consists of four articles surveying the present situation. These contributions are: "Vocational Diagnosis and Training" by Harry J. Spar, "Urgent Need—A National Program of Research" by D. H. Dabelstein, "Some Fields That Need the Plow" by Berthold Lowenfeld, and "The Role of the Schools" by Gabriel Farrell.

"Services for the Blind in Arkansas" by Mattie Cal Maxted is a reprint from the *Arkansas Historical Quarterly*, Summer, 1949. Education of the blind originated in a small way in 1850. Since then, many agencies for the blind have been created, giving services of various kinds to blind children and adults of the state. The most recent service provided for the blind is the Vocational Adjustment Center, opened in 1947.

"Independence for the Blind," published in the *Industrial Bulletin* for October, 1949, describes the type of aid rendered the blind by the Vocational Rehabilitation Service of the New York State Department of Social Welfare through counseling, training and job placement.

In Beauty Like the Night by Lewis Arnold, recently published by Bobbs-Merrill Company, Indianapolis, is a new novel in which the hero is a young Englishman who lost his sight while in war service with the Royal Air Force.

"The Blind Child" by Ruth Morris Bakwin in the *Journal of Pediatrics*, July, 1945, is a contribution to that magazine's department of psychologic aspects of pediatrics. The article surveys the incidence and etiology of infantile and adolescent blindness, and discusses problems within the psychology and education of the blind, and care of the blind preschool child.

New Hope for the Handicapped, by Howard A. Rusk and Eugene J. Taylor, published by Harper & Brothers, New York, is a new edition of the book first published in 1946. There are many references to the rehabilitation of the blind.

John Milton, Englishman, by James Holly Hanford, a recent publication of Crown Publishers, is considered by the critics as one of the most definitive studies of the great English poet.

"Blind Hitchhiker," by Morton Sontheimer, in *Cosmopolitan* for March, 1949, is the story of Clarence Peddicord and his adventurous trip to New York for a corneal graft operation.

"A Blind Man Tells How He Sees" by Jacob Twersky, in *Science Digest* for October, 1949, introduces the author's philosophy as follows: "Because I feel that I can go anywhere I choose, I do not have to remember so often and so painfully that I am blind. The simple fact that I can go where I want to go when I want to go is a source of independence for me."

LETTERS TO THE EDITOR

Mr. Leopold Dubov
New York

Dear Sir:

The system of reading and writing invented by Louis Braille represents, in the history of humanity, one of the most beautiful and transcendental conquests realized by the ingenuity of man, since it not only liberated hundreds of persons deprived of sight from the spiritual shadows in which they lived, and opened to their activity and intelligence unsuspected horizons and perspectives, but also brought about the most efficient instrument for achieving social and economic service.

A benefit of such magnitude and transcendence is worthy of the perennial remembrance and the warm gratitude of sightless readers, and for this reason, making themselves interpreters of this sentiment, The Argentinian Commission for Homage to Louis Braille has consecrated the day of January 4th as "Braille Day," and invites you to take part in such a noble plan, presenting in this great city radial lectures and newspaper publications which disburse in all the social levels the personality and work of the singular Frenchman, the greatest benefactor of the blind of the entire world.

In the certainty of counting on your valuable participation.

Yours most sincerely,
Vicente J. B. Vercelli, Secretary

Institutions associated with the Commission:

The Fraternal, The Argentinian Library for the Blind, Roman Rosell Foundation, The Provincial Institute of Cordoba, Louis Braille, Argentinian Society for the Rights of the Blind, and The Organizing Commission of Voluntary Copyists of the School Clubs.

The Women's Conference of the
Society for Ethical Culture
2 West 64th Street
New York 23, N. Y.

Gentlemen:

For the past few years we have been making brailled greeting cards, which have met with enthusiastic reception.

We have cards for all occasions, such as Christmas, birthdays, anniversaries, get-well, friendship, thank you, Easter, Mother's Day, and St. Valentine's Day.

There is an attractive raised design on the outside of the card and an appropriate brailled greeting on the inside, with a printed translation directly under the brailled message.

We sell these cards at cost—ten cents each, including an envelope.

We are writing to inquire if it will be possible to include a notice in the next edition of your publication, advising your readers of our service. We believe this will be of great interest to them as there are very few sources of brailled greeting cards, and ours are outstanding in that they are individually and artistically drawn, painted and brailled. Thank you for your kind cooperation.

Sincerely,
Mrs. Eli U. Newburger
Braille Department

Mr. Leopold Dubov, executive vice-president of the Jewish Braille Institute of America passed on to us for the information of our readers the accompanying letter from Buenos Aires, Argentina. Mavis Kerschner, of the Institute, has given us an excellent translation.

THE SUGGESTION BOX

By the Technical Research Department

Christmas Shopping. Each year at this time it has seemed appropriate to list the tools and devices which might be useful for Christmas gifts. Formerly the list covered all the items handled by this department, but this time it has been necessary to omit some of the less likely items from the gift point of view. The items are grouped according to cost, to simplify shopping in different price brackets.

$1.00 or Under

Block Puzzle. Difficult but engaging.	$ .50
Checker Board, with round and square men	.25
Checker Board, with men. Pocket size	1.00
Goal. Elaborate tic-tac-toe	1.00
Brailled "Bicycle" cards. Bridge deck.	.50
Jumbo Cards. Large print characters.	.65
Rook. Old favorite, brailled	.60
Adjustable Slicer. With grater attachment	1.00
Aluminum Broil Racks. Nest of three.	1.00
Automatic Pancake Turner	.25
Can Opener, portable (Edlund Jr.)	.70
Coffee Dispenser. Measures by rounded tablespoonful	.60
E-Z-Lift Jar Opener. For pressure fit caps	.25
4-in-1 Measuring Spoons. All measures in one. Alone	.20
Ordered with other items	.10
Gas Stove Lighter. With four extra flints	.25
Hot-Lifter. Heavy grappling tongs	.50
Rotary Grater. For cheese, carrots, etc	.80
Safety Spoons. To clip on pots. Set of two	.95
Fishing Bob. Whistles at bite	.50
X-acto Pocket Knife. Two extra blades	.80
Key-Keeper. Pins in handbag	.60
Pipe Lighter. Similar to "Nimrod"	.80
Vestpok Razor. With 10 blades	1.00
Postal Scale. Hanging type	.90
Tape Measure (5 foot). Marked with staples	.60
Stitch Gauge. Similar tape with gauge	.75
SC-1 Self-centering Attachment. For center punch	1.00
Scotchlite Cane Coatings. White with red tip	.60
CVH Relievo Kit. For raised marking	1.00
Universal Ball-Point Pen	.75

Over $1.00, not over $2.50

Bottoms Up. With dice. Game	$ 1.25
Chess Set. Flocked and smooth men	2.50
Chinese Checkers, with board	2.00
Cribbage Board. Easily felt holes	2.25
Modern Michigan. With board, etc.	1.75
Plastic brailled cards. Bridge or poker.	2.25
Pinochle	2.25
Canned Goods Markers. Kit	1.45
Cake Cutter. ("Kut-n-Serv")	1.55
Knife Sharpener. Rotary, with guides.	1.20
Omelet Pan. Folding. Light gauge aluminum	1.60
Purse Shopping Bag. Black	1.50
Speedy Chef Egg Beater. With stand.	1.75
Change-a-Blade Scissors	2.00
Hem Gauge. Marked scale	1.75
Thread-a-Matic Needle Threader	2.25
Outdoor Thermometer (−60° to 120°)	2.50
Magnagrip. Magnetic tool or knife holder	2.50
Miterite Saw Guide	1.75

Melodiscs. 6½ in. aluminum core blanks. 10 for	1.70
How to Make Good Recordings. Book	1.25
Brad pusher. Drives brads without hammer	1.25
Cast Aluminum Rule. Good to 1/16 in	1.50
C-12 Automatic Center Punch	1.50
C-15 Automatic Center Punch. Adjustable	2.25
C-16 Heavy Duty Center Punch. For hole punches	2.25
C-3 or C-4 Hole punching attachments. Each	.50
SC-19 Self-Centering Punch. For hanging hinges	2.25
Precision Pressure Lock Wrench	2.25
Saw Filing Guide. For cross-cut saws.	2.45
Tire Pressure Gauge. 4—50 lb.	2.00
Vertical Drill Positioner	1.50
Collapsible Lock-open Cane. Rubber grip	2.00
Collapsible Crook Handle Lock-open Cane	2.50
Dural Cane. Specify length	1.85
Paper Punch. Punches 2 or 3 holes. Adjustable	1.60

Over $2.50, not over $5.00

Baby Ben Clock. Brailled. Spring	4.25
G. E. Electric Clock. Alarm. Brailled.	4.00
Interval Timer, with bell:	
Up to 30 minutes	3.00
30 to 60 minutes	3.00
Up to 60 seconds	3.50
Interval Timer, with switch:	
Up to 30 minutes	4.75
30 to 60 minutes	4.75
Lock-Lid Saucepan. 3 qt. Lock-on lid for draining	3.25
Plasticanister and Measuring Cup	3.00
Extra canisters	2.00
Slide Rule. Raised divisions	2.75
Flameless Cigaret Lighter	3.50
Morocco Wallet. Men's three-pocket.	3.25
Pinch Purse. Ladies', pigskin	4.00
Household Scale. Brailled. 25 lb.	4.75
Oven or Candy Thermometer. 50°—500°	5.00
Sapphire Cutting Knives. Recording.	3.75
L. P. Sapphire Cutting Knives. Recording	3.75
Microphone. Crystal. Desk stand	4.50
Wood Marking Gauge. 1/16 in. grad.	3.50
Collapsible Feeler Cane	3.50
Magnifier, with light. 10X or 7X	4.25
Raised Line Drawing Kit.	4.00

Over $5.00, not over $10.00

Mirro-Matic Pressure Cooker. 4 qt.	9.75
Adding Machine. 5 column	8.50
Electric Heating Pad.	
207—BR	5.50
209—BR Moistproof	6.20
Diabetic Diet Scale. 500 grams	8.50
Insulin Syringe. Self-measuring	6.40
Barometer. Aneroid type. Brailled	6.50
Liquid Thermometer. 25°-125°	5.25
Liquid Thermometer. 0-180°	5.25
Liquid Thermometer. 0-150°C	5.25
Meat Thermometer. 0-220°	5.75
Yellow Label Audio Recording Discs. 10 in. 10 for	5.40
Penscope, 6X Pocket telescope	8.00
Carpenters' Level. Ball type	6.00

Over $10.00

Selecto-Switch Electric Clock	11.30
With deaf-blind alarm attachment	19.30
Carrom Bagatelle. Hardwood veneer.	11.50
Mirro-Matic Pressure Cooker. 8 qt.	14.75
Liessens Music Writer. With braille instructions	12.50
Electric Metronome. Brailled	13.50
Bathroom Scale. Brailled. 300 lb. F.O.B., N. Y.	13.75
Grocer's Scale. Brailled. Hanging. F.O.B., N. Y.	55.00
Micrometer. Starrett 230. Adapted	22.00
Micrometer. Starrett 231. Adapted	25.75
Speed Soldering Iron. Quick heat	10.75

AP 4. All-Purpose Recording Machine. F.O.B., N. Y.	100.00
AP 4E. Same, equipped for embossing. F.O.B., N. Y.	115.00
10-in. Vinylite Embossing Discs. 100.	12.50
Record-changer, Recording Unit. 78 RPM. F.O.B., N. Y.	25.00
Recording Unit. Two-speed. F.O.B., N. Y.	19.00
TRC Model 3D Auditory Circuit Analyzer	55.00

The Murrah Gift Fund of the Walter G. Holmes Foundation, in Georgia, is now in the final installment of its first year's operation. An assortment of items has been provided through this very useful fund, but a great many people, unfortunately, have had to be disappointed.

Bowling Rails. Some time ago, mention was made of a portable bowling rail which clamped to the ball return racks. At that time apparently the interest in bowling was much more limited than it is today, for there were no inquiries at all. Over the year or so since the article first appeared, many new groups have organized bowling teams, and more and more people have asked about portable rails.

In the process of investigating new alley designs, it was found that the newer alleys are not fitted to accommodate the early rail, but fortunately, just at that juncture, Mr. Bernard Krebs, of the New York Guild for the Jewish Blind, came up with what looks like an inspired solution, and his design, in addition, permits use of the rail on any alley, regardless of which side the balls return on. His idea was to use rubber-bottomed bases to hold the uprights, and to employ spare bowling balls to supply enough weight for rigidity.

By the time this appears, a model will have been tested, and possible disadvantages should have been overcome. The details have been worked out with a view to giving great flexibility as to rail lengths and heights. It is expected that the cost for a complete rail will not be much over $30 or $35. The rails are readily portable and can be set up rapidly and easily.

New Coating for Hand-Copied Braille. The Braille corps of the Denver Red Cross Chapter have found that Krylon, the plastic coating which has been featured recently in drugstores across the country, is far better than shellac for preserving hand transcribed braille. They report that it can be applied more swiftly, dries quicker and furnishes a softer reading surface. It may be applied by spraying, wiping or dipping and brushing, although the spray method seems best. It is available in pressure dispensers with Freon as the spray propellant. It may be secured in virtually all drugstores or may be purchased in bulk.

This department will welcome results of tests by individuals who may try it as a means of improving the life of card index systems, etc.

Season's Greetings. For the fourth time it is the very real pleasure of the entire staff of the Technical Research Department to join in heartily wishing all its friends a Merry Christmas and a New Year full of hope and enterprise.

OUTLOOK
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and
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P. C. Potts, Ph.D.
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Emily J. Klinkhart
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OUTLOOK *for the* BLIND

and THE TEACHERS FORUM

Vol. 43 January, 1949 No. 1

The Improved Sonograph . . . . *Frontispiece*

A New Series of Achievement Tests for Use in Schools for the Blind *Samuel P. Hayes, Ph.D.* 1

V. A. Training of Blinded Veterans in Indiana . . *Glenn R. Reynolds* 7

Responsibilities of Voluntary Boards and Executive Director—One to the Other . . . . *Mary Rehr Christman* 12

Special Notice to Blind Housewives 14

Orientation: The Case for an Individualized Approach . *John S. Smith* 15

Why Pensions? 17

Increase in Number of Blind Children . . . . . *Josephine L. Taylor* 18

Preschool Blind Children in New York . . . . . *Ruth B. McCoy* 21

Book Reviews

They Sing in the Night 24

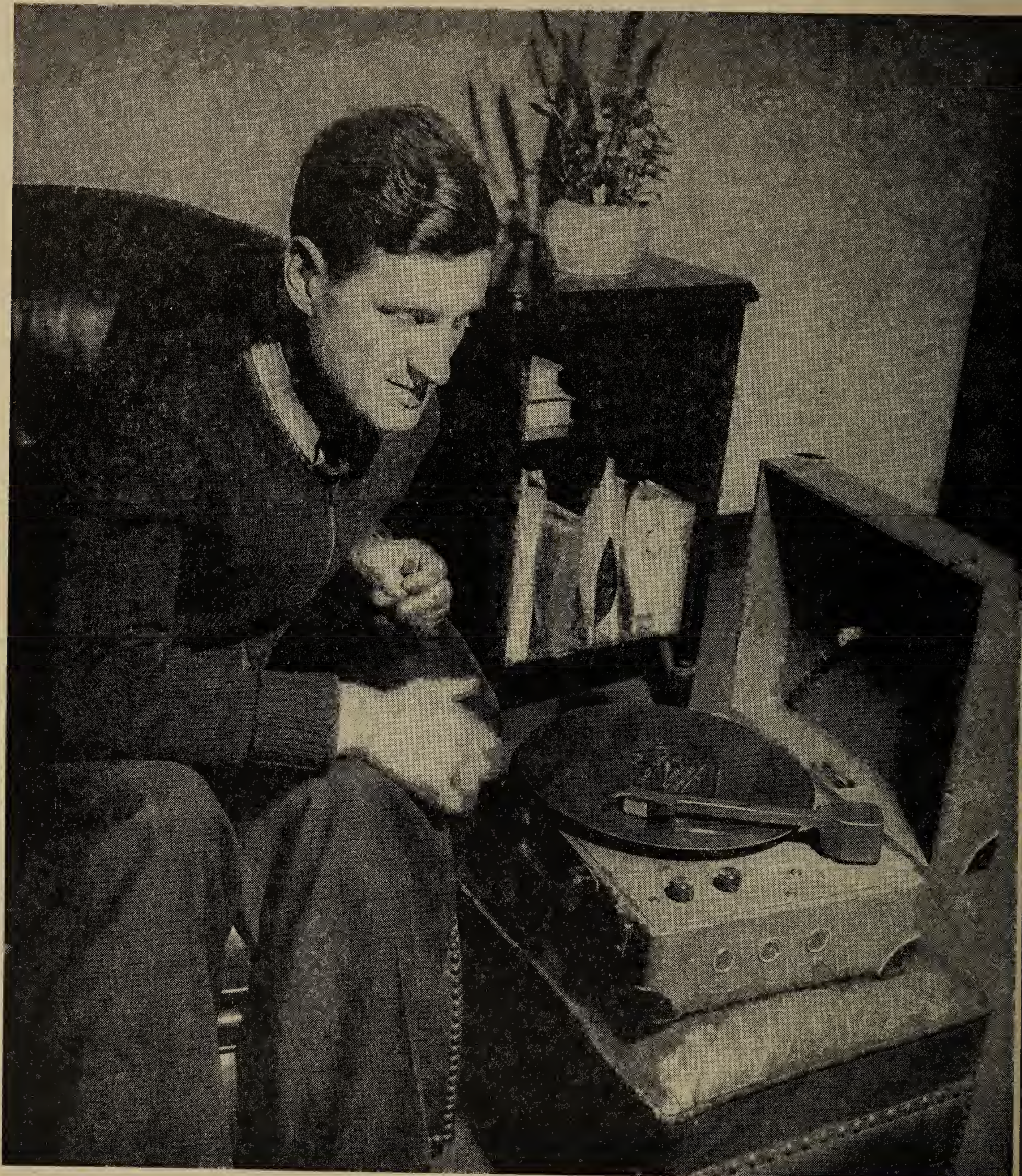
How to Conquer Your Handicaps 25

Civil Service Examination . . . . *Abraham Nemeth* 26

Notes from the Foundation Library 27

N. I. B. News 28

The Suggestion Box 29



THE IMPROVED SONOGRAPH (See page 20)

OUTLOOK for the BLIND

and THE TEACHERS FORUM

Vol. 43 February, 1949 No. 2

Travel Technique at Romney . . . . *Frontispiece*

Romney Diagnostic Adjustment Center for the Adult Blind *Wade O. Stalnaker, Ph.D.* 31

The Community and the Blind . . . . *Maude Ward* 35

Some Principles Underlying A Group Vocational Guidance Program for Residential Schools for the Blind . . . . . *Herbert Rusalem* 40

Library of Congress Notes 47

Some Problems in Rehabilitation . . . *Berthold Lowenfeld, Ph.D.* 48

Nursery School Program of the Minneapolis Society for the Blind *Amanda Kittleson* 50

The Blind Cinema-Goer . . . . *Eva H. Longbottom* 53

Captain Brown Medal 55

Services to the Blind 56

Foundation Scholarships 57

Teachers for the Deaf-Blind 57

The Suggestion Box 58

Bulletin Board 60

TRAVEL TECHNIQUE AT ROMNEY

OUTLOOK *for the* BLIND

and THE TEACHERS FORUM

Vol. 43 March, 1949 No. 3

Nursery School in Australia . . . . *Frontispiece*

Light for the Blind . . . . *Margaret Lawrence* 61

Work for the Blind in India . . . . *S. C. Roy* 64

Placement Procedure in Nebraska . . . . *Harry L. Hines* 67

Blindness in China 69

The Deaf-Blind; An Analysis . . . . . . *Amelia Lee Kelley* 74

Earthy Talk on a Marine Subject . . . . . *Charles G. Ritter* 76

Courses for Teachers of the Blind 77

Notes from the Foundation Library 79

News and Views of the A. A. W. B. 80

Directory Changes 81

Thomas C. Hasbrook: Distinguished Citizen . . *Kathern F. Gruber* 82

Letter to the Editor 83

New Foundation Staff Members 84

Anna Beach Honored 84

South Carolina School Centenary 85

International Blind Assembly To Be Held at Oxford This Year . . 86

The Suggestion Box 87

Blind Marimbist Leading the Field 89

Bulletin Board 90

NURSERY SCHOOL IN AUSTRALIA

OUTLOOK *for the* BLIND

and THE TEACHERS FORUM

Vol. 43 April, 1949 No. 4

Braille Reading Contest Winners . . . . *Frontispiece*

The School of "Augusto Romagnoli" Method for Educators of the Blind *Elena Romagnoli Coletta* 91

What Britain Is Doing To Help the Blind . . . . *J. E. Jarvis* 94

Conference of Home Teachers 96

Teachers of the Deaf-Blind 97

General Work for the Blind by the National Blind Welfare Association *Sally C. F. Kiang* 98

Raised Line Drawings for the Blind—A New Solution to the Problem *Clifford M. Witcher, Ph.D.* 101

Brooms from Sightless Craftsmen . . . . . . *Genevieve Beck* 104

On the Blind Walking Alone, and of Guides *W. Hanks Levy, F.R.G.S.* 106

Hope for Control of Retrolental Fibroplasia 110

Leslie Dana Medal 110

Foot Travel Via Hoover Cane Technique to Placement *Philip G. Trupin* 111

The Blind Masseur in France . . . . *John Pascal* 112

Book Reviews

- Society and the Visually Handicapped . *Kathryn E. Maxfield* 114
- The Braille the Blind Want 115

Braille Reading Contest 116

Ex-Senator Gore Dies 117

The Suggestion Box 118

Rev. Paul Sperry Retires 120

BRAILLE READING CONTEST WINNERS

OUTLOOK *for the* BLIND

and THE TEACHERS FORUM

ol. 43 May, 1949 No. 5

Mrs. Robert B. Irwin . . . . *Frontispiece*

Statement by Robert B. Irwin Regarding Assistance to the Blind Before the Ways and Means Committee—House of Representatives—March 4, 1949 121

Public Assistance or Rehabilitation: Dole or Wages . . . . . . *R. Lawrence Thompson* 123

A Study of Free Guide Service at New York Guild for the Jewish Blind *Ruth Rothman* 126

What is New for the Old? . . . . *Ollie A. Randall* 131

Letter to the Editor 136

Special Announcement—The Blind Can Now Secure an Accident Insurance Policy 137

Introducing the Adult Training Center of the New Mexico School for the Blind . . . . *Mark Shoesmith* 138

Legislative Goals . . . . *Lloyd H. Greenwood* 139

Julia Ward Howe and Perkins Institution . *Edward E. Allen, D.Sc.* 141

Social Adjustment 142

Notes from the Foundation Library 143

N. I. B. News 144

Mrs. Irwin Dies 146

The Suggestion Box 147

What About Johnny? . . . . *Alice Chatfield* 149

MRS. ROBERT B. IRWIN

OUTLOOK *for the* BLIND

and THE TEACHERS FORUM

Vol. 43 June, 1949 No. 6

Talking Book Education . . . . *Frontispiece*

An Experiment in Orientation . . . . *Loretta Pease* 151

Marburg Institute for Blind Students . . . *Ernest C. Hassold* 154

Braille Reassessed . . . . *Sir Clutha Mackenzie* 159

Bowling Tournament 163

What Do We Teach? . . . . *Mary Melvin* 164

Institute for Parents 167

Book Reviews

Which Grade of Braille Should Be Taught First *Jennette Maris* 168

Social Work Year Book . . . . *Clara Langerhans* 172

Directory Changes 173

The Dickinson-Belskie Birth Series Models . . *Marion H. Grew* 174

Appointment 175

Retirement of Richard Steimmig 176

A Florida Resort for Blind People 177

Western Conference 177

The Suggestion Box 178

Bulletin Board 179

TALKING BOOK

OUTLOOK *for the* BLIND

and THE TEACHERS FORUM

Vol. 43 September, 1949 No. 7

DR. ROBERT B. IRWIN . . . . *Frontispiece*

FORTY YEARS OF LEADERSHIP . . . . *George F. Meyer* 181

M. ROBERT BARNETT APPOINTED AS EXECUTIVE DIRECTOR 183

SIX YEARS OF EXPERIENCE AS A PUBLIC SERVANT . . *Jean H. Cameron* 184

THE HANDY FOUNDATION 188

THE MIGEL MEDAL AWARD 188

IMAGINATION . . . . *Samuel P. Hayes, Ph.D.* 189

PSYCHOLOGICAL RESEARCH COUNCIL 192

BRAILLE REASSESSED: PART II . . . . *Sir Clutha Mackenzie* 193

THE PASSING OF MARY IRWIN 196

THE USE OF THE CANE . . . . *B. A. Loutfy and O. J. Baker* 197

BOOK REVIEW

RIGIDITY AND ISOLATION: A STUDY OF THE DEAF AND THE BLIND
Herbert Rusalem 200

LETTER TO THE EDITOR 204

NEWS AND VIEWS OF THE A. A. W. B. 206

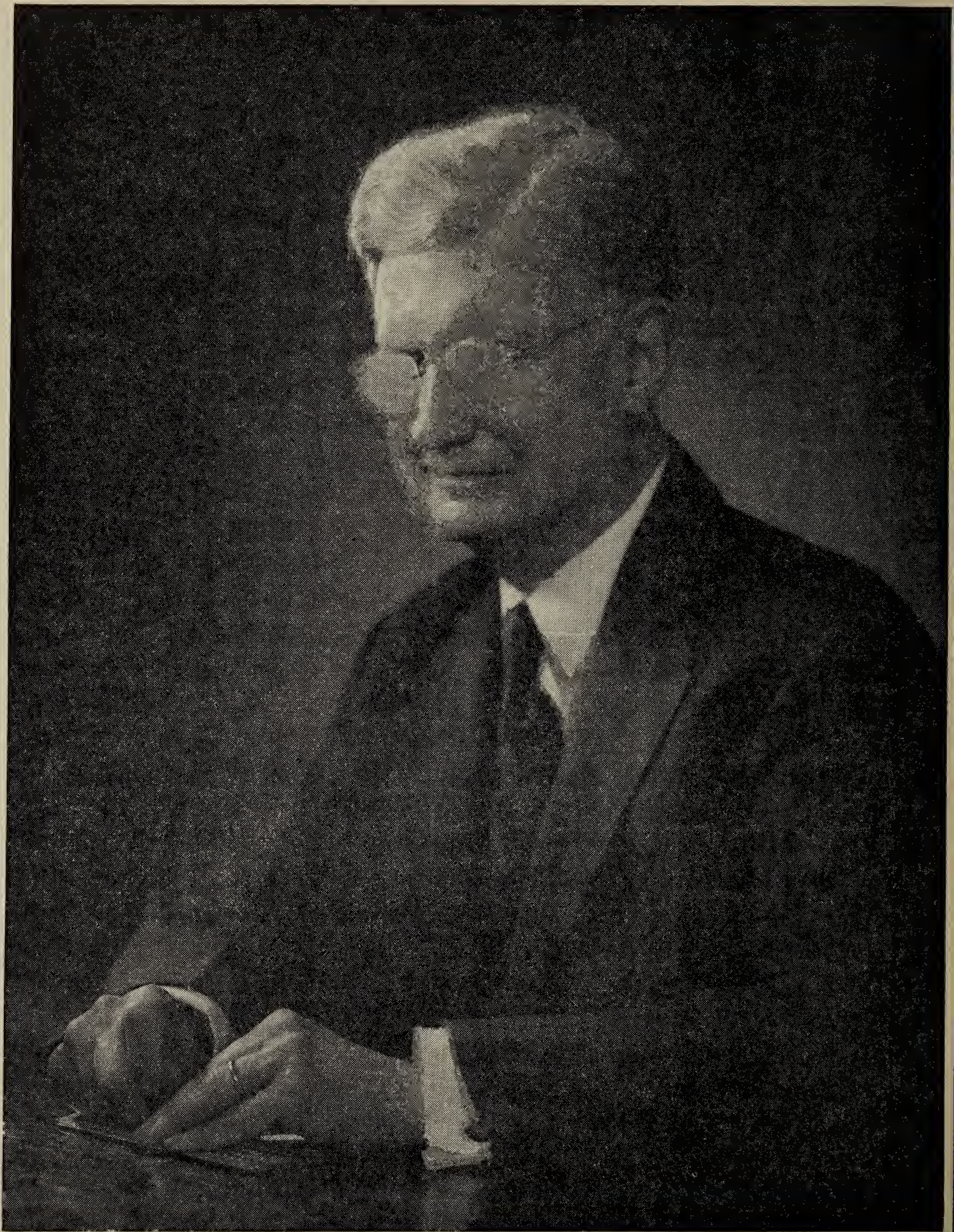
WESTERN CONFERENCE OF HOME TEACHERS 207

APPOINTMENT 207

COMPOSITION CONTEST WINNERS 208

TALKING BOOKS CATALOG 208

THE SUGGESTION BOX 209



DR. ROBERT B. IRWIN

OUTLOOK *for the* BLIND

and THE TEACHERS FORUM

Vol. 43 October, 1949 No. 8

Magic in the Air . . . . *Frontispiece*

Magic in the Air . . . . *Roberta Bishop Freund* 211

Blindness and Travel . . . . *Arnold Auch* 213

Work Opportunities for the Deaf-Blind . . . . *Dorothy Bryan* 219

Christmas Card Bulletin 222

The Oxford Conference 223

Library of Congress Notes 228

Homework as It Relates to the Workshop . . *M. Roberta Townsend* 229

Directory Changes 231

Bowling Tournament 232

Appointment 233

Retirement of Mrs. Hathaway 234

A Prayer . . . . *Dorothy M. Rands* 234

Foundation Activities 235

Notes from the Foundation Library 236

The Suggestion Box 237

Bulletin Board 239

MAGIC IN THE AIR

OUTLOOK *for the* BLIND

and THE TEACHERS FORUM

Vol. 43 November, 1949 No. 9

M. Robert Barnett . . . . *Frontispiece*

An Open Letter to the Readers of the Outlook *M. Robert Barnett* 241

Election Laws 242

Blindness and Travel . . . . *Arnold Auch* 243

Recreational Interests of Blind Adults . . . .
Joseph Kohn and George F. Meyer 251

The Piano Technician-Braille Edition 253

Oxford, 1949 . . . . *Charles H. W. G. Anderson* 254

Eye Conditions . . . . *C. Souter Smith, M.D.* 256

Written Computation on the Picht Braille Writer . *Friedrich Liebig* 259

Contest for Blind Composers 260

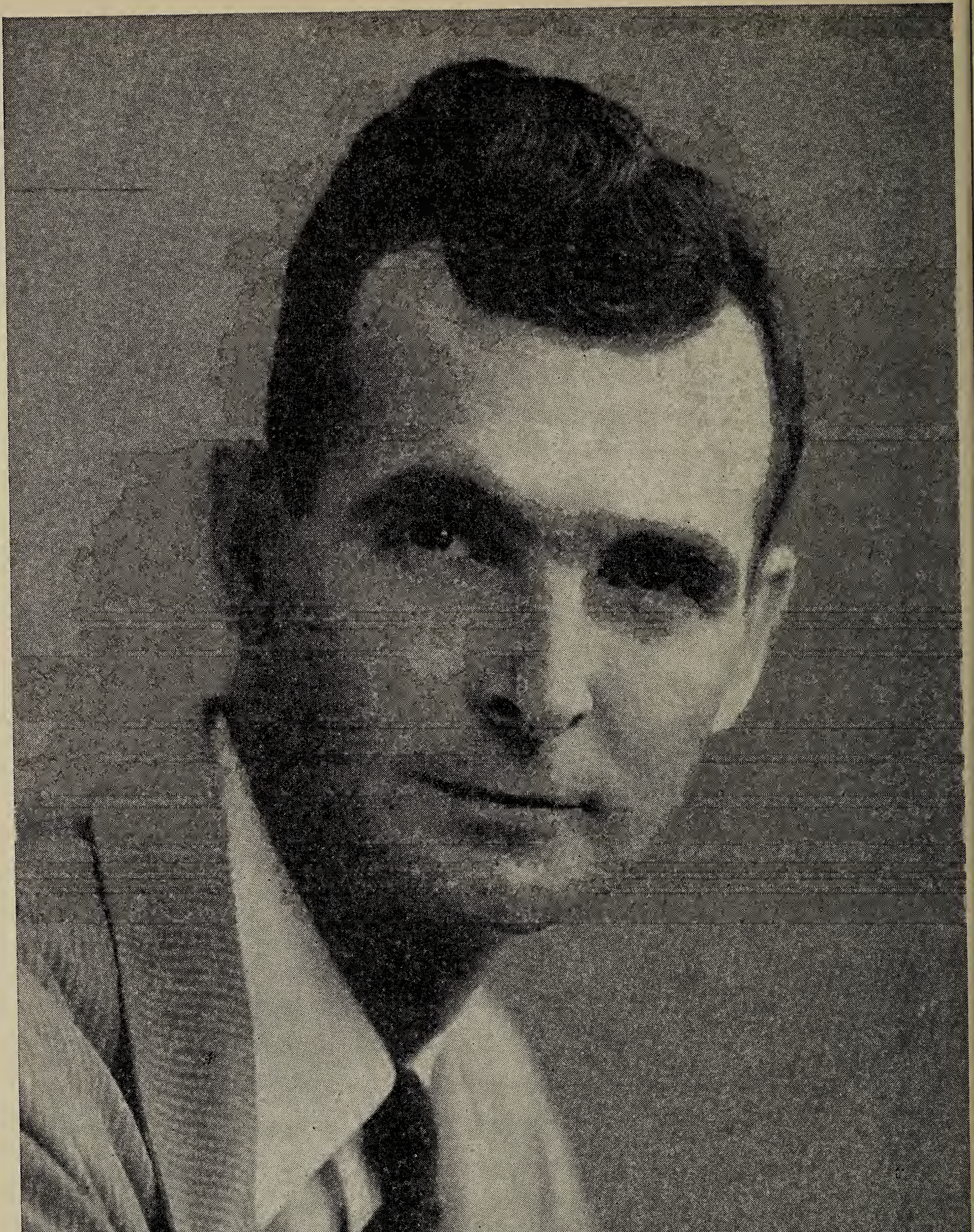
White House Conference 261

The First Sight-Saving Program in Alabama . *June Rice Woodward* 262

Dr. Olin Howard Burritt 264

The Suggestion Box 267

Bulletin Board 270



M. ROBERT BARNETT

OUTLOOK *for the* BLIND

and THE TEACHERS FORUM

Vol. 43 December, 1949 No. 10

At the Oxford Conference . . . . *Frontispiece*

What Mental Tests Shall We Use? . . . *Samuel P. Hayes, Ph.D.* 271

The Treatment of the Partially Blind . *Leslie H. Salov, M.D.* 279

The Medical Aspects of Blindness in Children *C. W. Rutherford, M.D.* 285

Short Story Contest 289

Orientation to Blindness . . . . *C. Stanley Potter* 290

An Institute for Mothers . . . . *Elsie Bronson* 292

National Rehabilitation Association Annual Conference 295

Notes from the Foundation Library 296

Letters to the Editor 297

The Suggestion Box 298

AT THE OXFORD CONFERENCE

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